

IMPACT OF MID-DAY MEAL SCHEME

IN

PRIMARY SCHOOLS

AND

SISHU SIKSHA KENDRAS

OF

FIVE DISTRICTS OF WEST BENGAL

— A REPORT

JALPAIGURI

MALDA

MURSHIDABAD

BANKURA

SOUTH 24 PARGANAS



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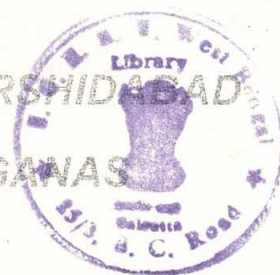
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Report: "IMPACT OF MID-DAY MEAL SCHEME IN PRIMARY SCHOOLS AND SISHU SIKSHA KENDRAS OF FIVE DISTRICTS OF WEST BENGAL"- A survey carried out by SCERT (WB) in 2007-08 with financial assistance from School Education Department, Government of West Bengal [Management, Monitoring and Evaluation (MME) Component under Mid-Day Meal Scheme].

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CHAPTER 1

GENERAL PRINCIPLES OF THE CONSTITUTION

The Hon'ble Supreme Court in *Unnikrishnan case* made it plain that the right to education is a fundamental right. The Parliament adopted the 86th Amendment to the Constitution which gave constitutional elementary education to all children of the age of six to fourteen years. This right is a fundamental right in the form of a right to life.

ARTICLE 31 (A) (a) Right to Education: Every child of the age of six to fourteen years shall have the right to education.

The state shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the state may by law determine.

CHAPTER 1

Therefore, it has been held that the right to education is a fundamental right of the age of six to fourteen years.

Simultaneously, under the United Nations Convention on the Rights of the Child, India is a signatory. Right to Education also includes the right to learn in an environment free from discrimination and exploitation.

Provisions under right to life such as food, clothing, shelter, and health are also included under the right to education.

In the above context, it may be mentioned that India was one of the first countries to start compulsory education for all children in 1935. The first compulsory education law was passed in 1935 under the Child Act. In 1950, the first compulsory education law was passed in 1950 under the Child Act. In 1952, the first compulsory education law was passed in 1952 under the Child Act. In 1954, the first compulsory education law was passed in 1954 under the Child Act. In 1956, the first compulsory education law was passed in 1956 under the Child Act. In 1958, the first compulsory education law was passed in 1958 under the Child Act. In 1960, the first compulsory education law was passed in 1960 under the Child Act. In 1962, the first compulsory education law was passed in 1962 under the Child Act. In 1964, the first compulsory education law was passed in 1964 under the Child Act. In 1966, the first compulsory education law was passed in 1966 under the Child Act. In 1968, the first compulsory education law was passed in 1968 under the Child Act. In 1970, the first compulsory education law was passed in 1970 under the Child Act. In 1972, the first compulsory education law was passed in 1972 under the Child Act. In 1974, the first compulsory education law was passed in 1974 under the Child Act. In 1976, the first compulsory education law was passed in 1976 under the Child Act. In 1978, the first compulsory education law was passed in 1978 under the Child Act. In 1980, the first compulsory education law was passed in 1980 under the Child Act. In 1982, the first compulsory education law was passed in 1982 under the Child Act. In 1984, the first compulsory education law was passed in 1984 under the Child Act. In 1986, the first compulsory education law was passed in 1986 under the Child Act. In 1988, the first compulsory education law was passed in 1988 under the Child Act. In 1990, the first compulsory education law was passed in 1990 under the Child Act. In 1992, the first compulsory education law was passed in 1992 under the Child Act. In 1994, the first compulsory education law was passed in 1994 under the Child Act. In 1996, the first compulsory education law was passed in 1996 under the Child Act. In 1998, the first compulsory education law was passed in 1998 under the Child Act. In 2000, the first compulsory education law was passed in 2000 under the Child Act. In 2002, the first compulsory education law was passed in 2002 under the Child Act. In 2004, the first compulsory education law was passed in 2004 under the Child Act. In 2006, the first compulsory education law was passed in 2006 under the Child Act. In 2008, the first compulsory education law was passed in 2008 under the Child Act. In 2010, the first compulsory education law was passed in 2010 under the Child Act. In 2012, the first compulsory education law was passed in 2012 under the Child Act. In 2014, the first compulsory education law was passed in 2014 under the Child Act. In 2016, the first compulsory education law was passed in 2016 under the Child Act. In 2018, the first compulsory education law was passed in 2018 under the Child Act. In 2020, the first compulsory education law was passed in 2020 under the Child Act.

There is an interesting story about the first compulsory education law in India. It is a story of a boy named...

CHAPTER 1

INTRODUCTION

GENESIS OF CURRENT MID-DAY MEAL PROGRAMME

The Hon'ble Supreme Court of India in a landmark judgment in 1993 in the State of Andhra Pradesh vs. Unnikrishnan case¹ made Elementary Education virtually a Fundamental Right. Consequently, the Indian Parliament adopted the 86th amendment of the constitution in 2002 where free and compulsory elementary education to all children of the age of six to fourteen years came under the chapter of Fundamental Right in the form of Article 21(A).

ARTICLE 21 (A) i.e., Right to Education as per the 86th amendment of the constitution, 2002 reads as follows:

"The state shall provide free and compulsory education to all children of the age of six to fourteen years in such a manner as the state may, by law, determine."

Therefore, it has become obligatory for the states to provide free and compulsory education to all children of the age of six to fourteen years.

Simultaneously, under the United Nations Convention on the Rights of the Child (UNCRC), 1990 to which India is a signatory, Right to Education also includes the Right to Learn in an environment conducive to the dignity of the child.

Provisions under Right to Life such as food, clothing, shelter, and care—all are now legally read under the Right to Education.

In the above context, it may be mentioned that Tamil Nadu was the first state to have started providing cooked meals to children in corporation schools way back in 1923. The programme was introduced on a large scale in the 1960s under the Chief Ministership of Shri K. Kamaraj Nadar. The programme received a major boost in 1982 under the then Chief Minister of Tamil Nadu, Dr. M.G. Ramachandran. He decided to universalize the programme for all children in Government Primary schools. Later the programme was expanded to cover all children up to class X.

There is an interesting story about how Shri K. Kamaraj Nadar got the idea of a noon meal scheme.

INTRODUCTION

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There is an interesting story about how Smt. K. Kamaraj Madam got the idea of a noon meal scheme.

One day while Shri Nadar's convoy was passing through a railway intersection in a small village (now a town) called Cheranmahadevi in Tirunelveli district of Tamil Nadu, his car had to stop. He therefore got out of the car and waited. He saw a few boys tending to their cows and goats. He asked one of them, "What are you doing with the cows? Why didn't you go to school?"

The boy immediately answered, "If I go to school, will you give me food to eat? I can learn only if I eat."

The boy's retort sparked the entire process of introducing and implementing Mid-Day Meal programme.²

Other states like Gujarat started their Mid-Day Meal programmes from 1980, Kerala from 1995 and so did Madhya Pradesh and Orissa in small pockets during this period.

The states found that this programme resulted in greater enrolment, enhanced attendance on daily basis and subsequent retention of more children in schools.³

NATIONAL PROGRAMME OF NUTRITIONAL SUPPORT TO PRIMARY EDUCATION (NPNSPE – 1995)

Due to the spectacular success of Tamil Nadu's school feeding programme and also due to the over flowing food stocks in the country in the year 1995, the then Indian Finance Minister, Dr. Manmohan Singh suggested the setting up of a National Programme of Nutritional Support to Primary Education (NPNSPE). According to this "Centrally Sponsored Scheme", all children in Government, Local body and Govt. aided primary schools were to be provided with cooked meal / processed food.⁴

Accordingly, Government of India (GOI) provided food grains free of cost and the states were to provide the costs of other ingredients, salaries and infrastructure.⁵

The primary objective behind the implementation of this programme was the boosting of the Universalization of Primary Education by increasing enrolment, retention and attendance of students and enhancing the nutritional status of children in the 6-10 age group.

PROVISION OF DRY RATION

However, most states (due to budgetary crunch) instead of providing cooked meal/processed food to its primary school-going children, gave 3 Kilograms of food grains per child per month to children with 80% attendance in school.

SUPREME COURT DIRECTIVES

Six years later on November 28, 2001, the Hon'ble Supreme Court of India directed all the States and Union territories to implement the Mid-Day Meal Scheme (MDMS) by providing every child in every Government

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PROVISION OF RATION CARD

However, most states (due to budgetary constraint) instead of providing cooked meals resorted to the provision of ration cards to the children. The Government of India gave a programme of food grains free of cost and the states were to provide the cost of other ingredients, salaries and infrastructure.

SUPREME COURT DIRECTIVES

Six years later on November 28, 2001, the Hon'ble Supreme Court of India directed all the states and union territories to implement the Mid-Day Meal Scheme (MDMS) by providing every child in every Government

and Government-aided primary schools with cooked Mid-Day Meal instead of dry rations with a minimum content of 300 calories and 8-12 gms of proteins each day of school for a minimum of 200 days in a year. This scheme was to be implemented from June 2002.

The order to actually provide cooked Mid-day Meal in all Government and Government-aided primary school came about in response to a Public Interest Litigation (PIL) on Right to Food initiated by the People's Union for Civil Liberties (PUCL, Rajasthan) in 2001.

The **text** of the order is as follows:

'We direct the State Governments/Union Territories to implement the Mid-Day Meal Scheme by providing every child in every Government and Government-assisted primary school with a prepared Mid-Day Meal with the minimum content of 300 calories and 8-12 gms of protein each day of school for a minimum of 200 days. Those Governments providing dry rations instead of cooked meals must, within three months, start providing cooked meals in all Government and Government-assisted schools in half the districts of the State (in order of poverty), and must within a further period of three months extend the provision of cooked meals to the remaining parts of the state.'⁶

Thus, it became mandatory for State Governments to provide cooked meals instead of dry rations. After some initial delays, more and more states started providing cooked meals to children owing to sustained pressure from the court, the media and the Right to Food campaign.⁷

In May 2004, the new coalition Government at the centre (in its Common Minimum Programme) promised universal provision of cooked meals fully funded by them. This was followed by enhanced financial support to the states for cooking and building sufficient infrastructure. With this additional support, the scheme expanded to cover almost all the children in primary schools in India.⁸

The landmark directive and further follow-up by the Supreme Court has been a major instrument in universalizing the scheme.

It has been reported that in West Bengal, the implementation of Mid-Day Meal Scheme started with 1100 primary schools in 5 districts viz., Murshidabad, Birbhum, Bankura, Pashim Medinipur and Jalpaiguri from January, 2003. By March 31, 2004, a total of 5200 primary schools were brought under the programme.⁹ Thereafter coverage of schools increased gradually and 68,508 schools and SSKs along with an enrolment of 91, 84,070 in nineteen districts could be brought under this Scheme within March 2005. By March, 2007, 69,808 schools with an enrolment of 91, 95,381 could be covered in this State.¹⁰

**NATIONAL PROGRAMME OF NUTRITIONAL SUPPORT TO PRIMARY EDUCATION
(NPNSPE– 2006)
(MID DAY MEAL SCHEME)**

OBJECTIVES OF THE SCHEME

NPNSPE, 2006 seeks to address two of the most pressing problems for the majority of children in India, namely hunger and education by:

- i) Improving the nutritional status of children in classes I-V in Government, Local Body and Govt.-aided schools, and EGS & AIE centres.
- ii) Encouraging poor children, belonging to disadvantaged sections, to attend school more regularly and help them concentrate on classroom activities.
- iii) Providing nutritional support to children of primary stage in drought-affected areas during summer vacation.

TARGET GROUP

All children studying in classes I-V in:

- i) Govt., Local Body and Govt. aided school
- ii) EGS & AIE Centres, SSKs and MSKs run by Panchayats of Rural Development Department.
- iii) All children of class V in upper primary and secondary schools of the district should be brought under cooked Mid-Day Meal Scheme forthwith keeping in view of the directives of the Hon'ble Supreme Court of India for universalization of the programme

**NORMS OF COOKING COST AND CALORIFIC VALUE & PROTEIN CONTENT OF
MID-DAY MEAL**

SLN O	ITEMS	RECOMMENDED FOR MDM (IN GRAMS)	COST OF QUALITY RECOMMENDED (IN RS.)	ENERGY CONTENT (IN CALORIES)	PROTEIN CONTENT (IN GRAMS)
1.	Food grains (Rice)	100	Free of cost	340	8
2.	Cooking Cost				
	i) Pulse	30	0.75	105	7
	ii) Vegetables a) Leafy b) others	60	0.60	30	0
	iii) Oil & Fat	5	0.25	45	0
	iv) Salt & condiments	As per need	0.15	0	0
	v) Fuel	0	0.25	0	0
	vi) Labour & Other administrative charges	0	0.50	0	0
	Total	0	2.50	520	15

**NATIONAL PROGRAMME OF NUTRITIONAL SUPPORT TO PRIMARY EDUCATION
(NPSPE-2006)
(MID-DAY MEAL SCHEME)**

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**NORMS OF COOKING COST AND CALORIC VALUE & PROTEIN CONTENT OF
MID-DAY MEAL**

Sl. No.	Item	Recommended Rate per child per day	Cost of quantity recommended (Rs./day)	Energy content (kcal/day)	Protein content (gm/day)
1.	Boiled khane (rice)	200	Free of cost	300	8
2.	Boiled dal	30	0.15	100	1
3.	Boiled vegetables	60	0.30	30	0
4.	Boiled fruits	5	0.10	40	0
5.	Boiled eggs	At our reach	0.15	0	0
6.	Boiled & condensed milk	0	0.10	0	0
7.	Boiled & other	0	0.10	0	0
8.	Boiled & other	0	1.50	320	15

FINANCING

The scheme is financed by both the Central and the State Governments. Rice @ 100 grams per child for a maximum of 22 days in a month and for 10 months in a year is supplied by the Government of India (GOI) free of cost. The actual cost of transportation of food grains (Rice) from nearest FCI go-down to the school is also borne by the GOI subject to the ceiling of Rs.75/- per quintal.

The School Education Department allots funds each month @ Rs.2.50 per student per school day for 10 months as cooking cost, and remuneration to the cook @ Rs.600/- per school per month.

A national conference of Directors of SCERTs and Principals of DIETs was held on 8 February 2006 in New Delhi on the possibility of each DIET making an assessment, on a quarterly basis of the implementation of the **Mid-Day Meal Scheme (MDMS)** in their respective district. It was decided in the meeting that DIETs could be entrusted the above task and that SCERT could be made the Nodal/Coordinating institution to steer the quarterly evaluation of the MDM Scheme by the DIETs (vide letter no F.5-19/2006-EE.5(MDM) dated 27 February 2006).

A meeting to this effect was held in the Principal Secretary's chamber, Bikash Bhawan, Salt Lake, Kolkata on 8 August 2006 with the Principal Secretary, School Education Department, Government of West Bengal, Joint Director, School Education and the Director, SCERT (WB). Director, SCERT (WB) was requested to supervise and coordinate the above-mentioned study. Accordingly, SCERT (WB) took up this MHRD sponsored impact study on Mid-Day Meals Scheme in a phase wise manner in collaboration with DIETs. A survey on MDM Scheme was thus conducted in six districts of West Bengal, namely, Jalpaiguri, Malda, Murshidabad, Uttar Dinajpur, Bankura and South 24 Parganas in the first phase (during April-June, 2007). Five DIETs have submitted the district survey reports to SCERT (WB) during October 2007. These district reports have been further scrutinized, analyzed and compiled by SCERT (WB) during November 2007-February 2008. (The district map of West Bengal is enclosed for reference). SCERT (WB) has prepared the final State report (first phase) during March 2008 for submission to School Education Department, Government of West Bengal. SCERT (WB) has already initiated the survey work (second phase) in four other districts namely, Paschim Medinipur, Purulia, Nadia and Hooghly from September 2007. The fund for the entire study is met from the budget provision under the head of account-"2202-01-107-Teachers Training-CS-Centrally Sponsored (New Schemes)-003-Management, Monitoring and Evaluation (MME) Component

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The School Education Department allows subsidy each month @ Rs. 2.50 per student per school day for 1 month as cooking cost, and reimbursement to the cook @ Rs. 50/- per school per month.

A national conference of Directors of SCERTs and Principals of DIETs was held on 2 February 2006 in New Delhi on the possibility of each DIET making an assessment on a quarterly basis of the implementation of the Mid-Day Meal Scheme (MDMS) in their respective District. It was decided in the meeting that DIETs could be entrusted the above task and that SCERT could be made the Nodal/Coordinating Institution to steer the quarterly evaluation of the MDMS scheme by the DIETs (vide letter no. 1-2-14/2005-EE-2400M) dated 17 February 2006.

A meeting to this effect was held in the Principal Secretary's chamber, British Embassy, Salt Lake, Kolkata on 2 August 2006 with the Principal Secretary, School Education Department, Government of West Bengal, Joint Director, School Education and the Director, SCERT (WB). Director, SCERT (WB) was requested to supervise and coordinate the above-mentioned study. Accordingly, SCERT (WB) took up the MHRD sponsored impact study on Mid-Day Meals Scheme in a phase wise manner in collaboration with DIETs. A survey on MDMS Scheme was thus conducted in six districts of West Bengal, namely Jalpaiguri, Malda, Murshidabad, Uttar Dinajpur, Bankura and South 24 Parganas in the first phase (during April-June, 2007). The DIETs have submitted the district survey reports to SCERT (WB) during October 2007. These district reports have been further scrutinized, analyzed and compiled by SCERT (WB) during November 2007. February 2008. (The district map of West Bengal is enclosed for reference). SCERT (WB) has prepared the final State report (first phase) during March 2008 for submission to School Education Department, Government of West Bengal. SCERT (WB) has already initiated the survey work (second phase) in four other districts namely Paschim Medinipur, Purulia, Nadia and Hooghly from September 2007. The fund for the entire study is mentioned in the budget provision under the head of account- 2202-01-10A-Teachers Training-Centrally Sponsored (New Scheme)-003-Management, Monitoring and Evaluation (MME) Component.

under Mid-Day Meal Scheme [ES]-31-Grants-in-aid-02-Other Grants" (Code: 2202-010-107-CS-003-V-31-02)

Demand No.15 during the financial year 2006-07.

1. Unnikrishnan Judgement.
2. Mid-Day Meal Scheme, Wikipedia, the free encyclopedia.
3. Babu and Hallam (1989) cited in Ramachandran (2003) who did an evaluation of the Tamil Nadu Mid-Day Meal Scheme in 1984 and found a highly significant increase school enrolment due to school nutrition.
4. Under this programme, the HRD Ministry in the Central Government allocated free food grains for primary school children at the rate of 100 gms per child for 10 months in a year.
5. Wikipedea on Mid-Day Meal <http://en.wikipedia.org>.
6. Future of Mid-Day Meals, Jean Dreze, Aparajita Goyal
7. [http:// righttofoodindia.org](http://righttofoodindia.org).
8. Mid-Day Meal Scheme – Wikipedia, the free encyclopedia
- 8- The Possibilities of Mid-Day Meal Program in West Bengal – Kumar Rana, Pratichi India Trust.
9. MID-DAY MEAL SCHEME, Annual Work Plan and Budget, 2007-08, State: West Bengal

CHAPTER 2

Grant No 15 during the financial year 2006-07.

1. Unlikely judgement.

2. Mid-Day Meal Scheme, West Bengal, for the year 2006-07.

3. Baidy and others (2006) stated in their paper that there was an exclusion of the Tamil Nadu Mid-Day Meal Scheme in 1996.

4. There is a significant increase in school enrolment due to school initiation.

5. Under this programme, the 10th Ministry in the Central Government allocated in school grants for primary school children.

6. The 10th Ministry was created for the year 2006-07.

7. West Bengal Mid-Day Meal Scheme, for the year 2006-07.

8. Food of Mid-Day Meal, for the year 2006-07.

9. Mid-Day Meal Scheme, for the year 2006-07.

10. The Government of India, for the year 2006-07.

11. The Government of India, for the year 2006-07.

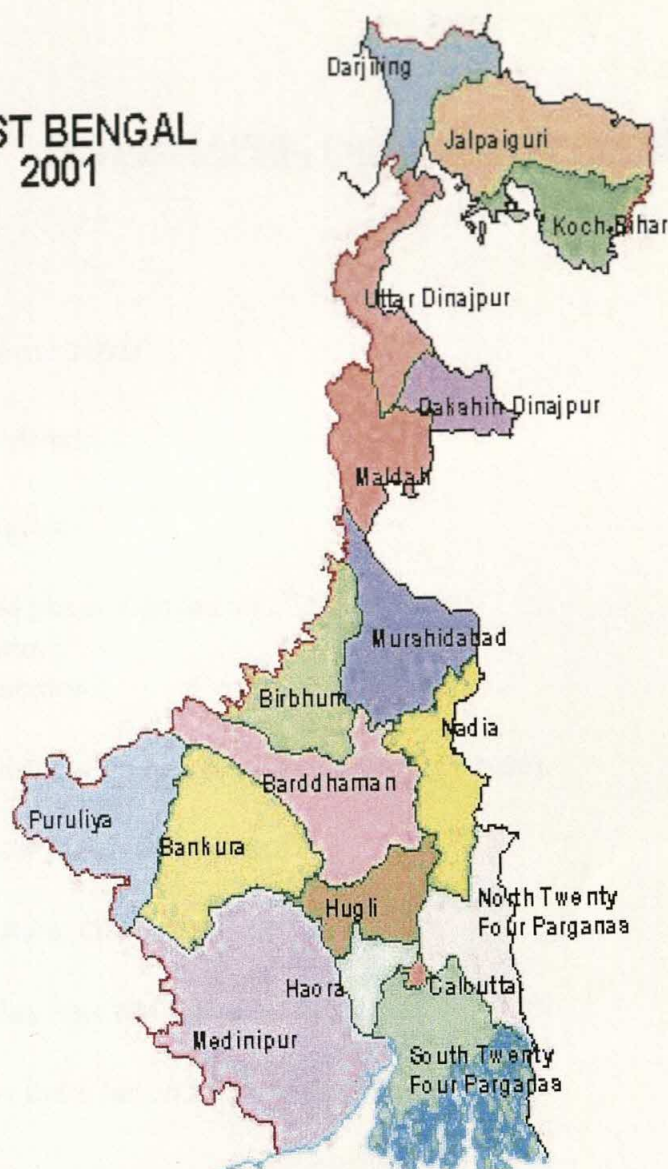
12. The Government of India, for the year 2006-07.

WEST BENGAL
2001

CHAPTER 2

CHAPTER 2

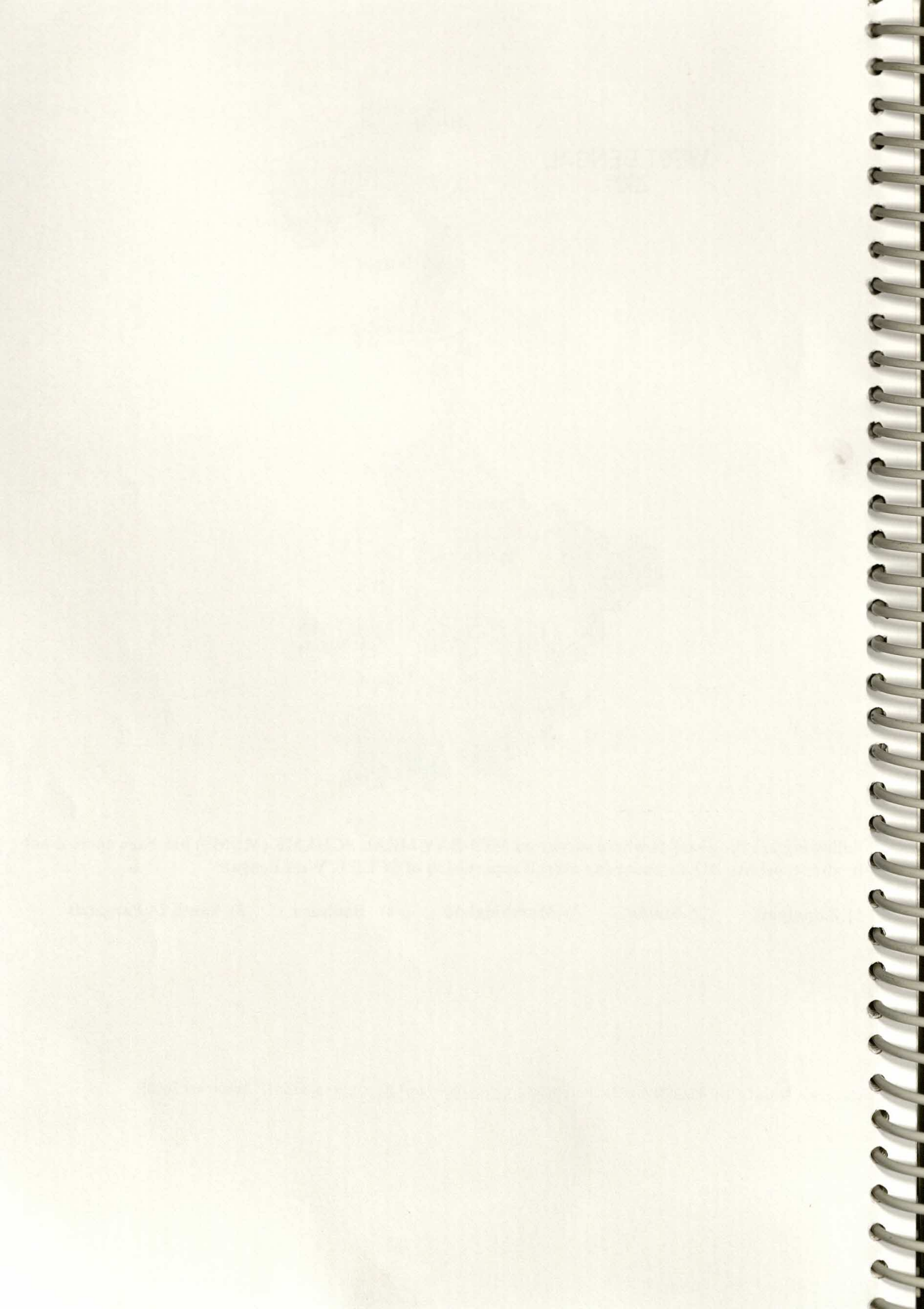
WEST BENGAL 2001



Following are the districts where survey on MID-DAY MEAL SCHEME (MDMS) has been carried out by the respective DIETs under the overall supervision of SCERT, West Bengal:

- 1) Jalpaiguri
- 2) Malda
- 3) Murshidabad
- 4) Bankura
- 5) South 24 Parganas

[Source: OFFICE OF THE REGISTRAR GENERAL, INDIA, rgoffice@censusindia.net, created on 9th November 2001]



DEMOGRAPHIC PROFILE OF WEST BENGAL

1. Total area (Census 2001)	88,752 sq km.
2. Number of Districts:	19
3. Number of Blocks:	341
4. Total projected population (as on 1 st March 2006):	8,52,16,000
i) Male population:	4,39,47,000
ii) Female population:	4,12,68,000
5. Projected Density of population (as on 1 st March 2006):	960/sq km.
6. Crude Birth Rate (CBR), (2006-2010):	16.6
7. Crude Death Rate (CDR), (2006-2010):	6.4
8. Infant Mortality Rate (IMR), (2006-2010):	40.5
9. Projected Sex Ratio (as on 1 st March 2006):	939
10. Literacy rate:	69.22%
i) Male literacy rate:	77.58%
ii) Female literacy rate:	60.22%

[Source: Census of India 2001]

DEMOGRAPHIC PROFILE OF WEST BENGAL

1. Total area (Census 2001)	88,523 sq km.
2. Number of Districts	19
3. Number of Blocks	341
4. Total projected population (as on 1 st March 2006):	8,21,16,000
(i) Male population:	4,38,67,000
(ii) Female population:	4,12,68,000
5. Projected Density of population (as on 1 st March 2006):	900/sq km.
6. Crude Birth Rate (CBR), (2006-2010):	16.6
7. Crude Death Rate (CDR), (2006-2010):	6.4
8. Infant Mortality Rate (IMR), (2006-2010):	46.8
9. Projected Sex Ratio (as on 1 st March 2006):	939
10. Literacy rate:	60.31%
(i) Male literacy rate:	77.56%
(ii) Female literacy rate:	58.12%

[Source: Census of India 2001]

**District wise information on number of Institutions under MDM Scheme for Primary Stage
(Classes I-V)**

State: West Bengal

(As on 30th September, 2007)

District/ State	No. of Institutions					No. of Institutions regularly serving MDM				
	Classes I-V (Govt.+ Local Body)	Classes I-V (Govt.Aided)	EGS Centres	AIE Centres	Total	Classes I-V (Govt.+ Local Body)	Classes I-V (Govt.Aided)	EGS Centres	AIE Centres	Total
Jalpaiguri	30	2296	1197	0	3523	28	2296	1197	0	3521
Malda	9	2210	700	0	2919	9	2010	641	0	2660
Murshidabad	0	3821	1769	0	5590	0	3821	1630	0	5451
Bankura	14	3901	514	0	4429	14	3901	514	0	4429
South 24 Parganas	0	4448	1282	23	5753	0	3216	1085	23	4324
West Bengal	100	59289	17908	852	78149	93	52069	17221	630	70018

[Source: Annual Work Plan and Budget 2008-09, School Education Department, Govt. of West Bengal]

**District wise information on Enrolment and Children availing MDM for 2007-08 for Primary Stage
(Classes I-V)**

State: West Bengal

(As on 30th September, 2007)

District/ State	Total Enrolment				No. of children availing MDM			
	Classes I-V (Govt.+ Local Body+ Govt.Aided)	EGS Centres	AIE Centres	Total	Classes I-V (Govt.+ Local Body +Govt.Aided)	EGS Centres	AIE Centres	Total
Jalpaiguri	444398	105784	0	550182	444086	105784	0	549870
Malda	496829	103362	0	600191	474876	72061	0	546937
Murshidabad	583142	246559	0	829701	562511	246559	0	809070
Bankura	389053	27360	0	416413	389053	27360	0	416413
South 24 Parganas	773627	155575	5095	934297	553237	143893	5095	702225
West Bengal	9031215	1677518	52653	10761386	8055276	1575369	40354	9670999

[Source: Annual Work Plan and Budget 2008-09, School Education Department, Govt. of West Bengal]

District wise information on number of institutions under NIM Scheme for Primary Stage (Classes I-V)

State: West Bengal

(As on 30th September 2017)

District State	No. of Institutions				No. of Institutions regularly serving NIM			
	Class I-V (Govt. Local Body)	Class I-V (Govt. Aided)	ECS Centres	AIE Centres	Total (Govt. Local Body)	Class I-V (Govt. Aided)	ECS Centres	AIE Centres
Malpuri	30	1195	1197	0	2322	1205	1197	0
Malda	9	1110	700	0	1819	1010	641	0
Mohammadabad	8	1821	1769	0	3590	2521	1070	0
Baruwa	14	3901	314	0	4120	3001	214	0
South 24 Parganas	4	4448	1182	22	5756	1116	1092	22
West Bengal	100	22280	17698	22	39920	22869	17221	22

(Source: Annual Work Plan and Budget 2016-17 School Education Department, Govt. of West Bengal)

District wise information on Enrollment and Children availing NIM for 2017-18 for Primary Stage (Classes I-V)

State: West Bengal

(As on 30th September 2017)

District State	Total Enrollment				No. of children availing NIM			
	Class I-V (Govt. Local Body) (Govt. Aided)	ECS Centres	AIE Centres	Total	Class I-V (Govt. Local Body) (Govt. Aided)	ECS Centres	AIE Centres	Total
Malpuri	14939	16784	0	31723	14108	16724	0	30832
Malda	9654	10363	0	20017	17105	7301	0	24406
Mohammadabad	22142	24529	0	46671	20521	24529	0	45050
Baruwa	39001	314	0	39315	3001	214	0	3215
South 24 Parganas	1182	15372	22	16576	1116	1092	22	2230
West Bengal	22280	17698	22	39920	22869	17221	22	40112

(Source: Annual Work Plan and Budget 2016-17 School Education Department, Govt. of West Bengal)

METHODOLOGY

The impact study on Mid-day Meal Scheme in primary schools was conducted in 2007 in 1000 primary schools in 1000 PDSs under the overall supervision of SCERT, West Bengal. The following broad methodology was adopted in conducting the study:

No hypothesis was made before conducting the study. In the first phase, detailed surveys were conducted in six districts of West Bengal namely, Jalpaiguri, Uttar Dinajpur, Malda, Murshidabad, Bardhaman and the seven Parganas by the enumerators and supervisors selected and trained by the DIETs under the guidance of SCERT. Work related to the survey in the second phase has already been initiated by SCERT in the remaining additional districts namely, Purulia, Paschim Medinipur, Hooghly and Howrah, though the respective DIETs have not yet started the survey. The survey was completed by September 2007.

Since there was no model available to SCERT for assessment of different school under the Mid-day Meal Scheme, a sampling method was adopted. The sample was selected on the basis of the following criteria: (i) The survey in the first phase started with the preparation and finalisation of 1000 schools in different districts. The four different groups namely, Head teachers, Community members, Guardians/Parents, and School children were selected and interviewed. The details and distribution pattern of total respondents from the four districts (Jalpaiguri, Malda, Murshidabad, Bardhaman) and the seven Parganas are given in the table below.

Respondents	Target number	Actual number surveyed
1. Head teachers	1000	1000
2. Community member	1000	1000
3. Guardians/Parents	1000	1000
4. School children (class-V)	1000	1000

At the very outset all the DIETs of West Bengal were requested to prepare and submit the survey reports on the Mid-day Meal Scheme to SCERT for the above mentioned four target groups. The survey reports and questionnaires were corrected and compiled into four final reports and notified to a meeting held with the heads of the DIETs and members of the Academic Sub-committee of SCERT (W.B.) on September 2, 2007 following a letter from

CHAPTER 3

METHODOLOGY

The impact study on Mid-Day Meal Scheme in primary schools/SSKs is being carried out in phases through the DIETs under the overall supervision of SCERT, West Bengal. The following broad methodology was adopted for conducting the study.

No hypothesis was made before commencing the study. In the first phase, detailed surveys were carried out in six districts of West Bengal namely, Jalpaiguri, Uttar Dinajpur, Malda, Murshidabad, Bankura, and the South 24 Parganas by the enumerators and supervisors selected and trained by the DIETs [under the guidance of SCERT (WB)]. Work related to the survey in the second phase has already been initiated by SCERT (WB) in four additional districts namely, Purulia, Paschim Medinipur, Nadia and Hooghly, through the respective DIETs from September 2007.

Since there was no model available to SCERT (WB) for assessment of different issues under the Mid-Day Meal Scheme, a consultation held at SCERT (WB) with the Principals of DIETs and other experts identified different target groups, perceptions of whom were considered relevant for measuring the impact of the programme.

The survey in the first phase started with the preparation and ratification of four sets of questionnaires targeting four different groups namely, Head teachers, Community members, Guardians/Parents, and Students. The nature and distribution pattern of total respondents from the five districts (Jalpaiguri, Malda, Murshidabad, Bankura, and the South 24 Parganas) are given in the table below:

Respondents	Target number	Actual Number surveyed
1.Head teacher	600	600
2.Community member	100	100
3.Guardians/Parents	3000	2996
4.Students (class-iv)	3000	2995

At the very outset all the DIETs of West Bengal were requested to prepare and submit draft questionnaires on the Mid-Day Meal Scheme to SCERT for the above-mentioned four target groups. The submitted draft questionnaires were corrected and compiled into four final sets and ratified in a meeting held with faculties of the DIETs and members of the Academic sub committee of SCERT (WB) on September 9, 2006 following rigorous

METHODOLOGY

The impact study on Mid-day Meal Scheme in primary schools was being carried out in phases through the DTEs under the overall supervision of SCERT, West Bengal. The following research methodology was adopted in conducting the study.

No hypothesis was made before formulating the study. In the first phase, detailed surveys were carried out in six districts of West Bengal namely, Jalpaiguri, Uttar Dinajpur, Malda, Murshidabad, Bankura and South 24 Parganas by the researchers and supervisors selected and trained by the DTEs under the guidance of SCERT (WB). While related to the survey in the second phase the survey team consisted of SCERT (WB) in form and format details namely, Format, Research Methodology, Tools and roughly through the respective DTEs from September 2017.

Since there was no model available to SCERT (WB) for assessment of Mid-day Meal Scheme under the Mid-day Meal Scheme, a consultation held at SCERT (WB) with the principals of DTEs and other experts identified different target groups, perception of whom were considered relevant for capturing the impact of the programme.

The survey in the first phase started with the preparation and distribution of list of questionnaires targeting four different groups namely, Head teachers, Committee members, Guardians/Parents and Students. The nature and distribution pattern of total responses from the four different categories, Malda, Murshidabad, Bankura and the south 24 Parganas are given in the table below.

Respondents	Target	Actual Number surveyed
1. Head teacher	500	500
2. Committee member	100	100
3. Guardian/Parent	3000	2995
4. Students (class-I-V)	3000	2995

At the very outset all the DTEs of West Bengal were requested to prepare and submit brief questionnaires on the Mid-day Meal Scheme to SCERT for the above-mentioned four target groups. The submitted brief questionnaires were collected and compiled into a list and related to a meeting held with faculty of the DTEs and members of the Academic committee of SCERT (WB) on September 5, 2018 following return.

Technology). DIET South 24 Parganas, was intrinsically given the responsibility of developing the data base on 12 in-house discussions. Prof. Prasanta Roy, former Head, Sociology Department, Presidency College, Shri A.K. Maity, Joint Secretary, School Education Department, Shri Uday Chand Mukhopadhyay, Assistant Director, School Education Department graced this meeting (vide letter no. 625/SCERT dated 22 August 2006). The four sets of English questionnaires were translated into Bengali by Smt. Shukla Dutta, Lecturer, DIET South 24 Parganas during October–December, 2007. Meanwhile, SCERT (WB) obtained approval of the survey questionnaire from the School Education Department (vide letter no. 885-SE (Pry)/MDM-2/06 dated 8 December 2006). Eventually all the DIETs were requested to submit a list of a total of 120 primary schools (including SSKs), randomly selected, from their respective districts. The MDMS survey was carried out in these primary schools/SSKs. Each district was divided into four zones (North, South, East and West) and 30 primary schools (including SSKs) were randomly selected (by the use of Random Number Tables) from each zone for obtaining a representative sample of schools and SSKs. The following table shows the distribution pattern of the target groups per zone per district:

Respondents	Per district	Per zone	Total (in 5 districts)
Total number of schools (including SSKs)	120	30	600
Total number of head teachers	120	30	600
Total number of community members	20	5	100
Total number of guardians	600	150	3000
Total number of students	600	150	3000

A meeting was held on 27 December 2006 with the DIET Principals and Academic sub-committee members of SCERT (WB) to decide the budget for conducting the survey. The proposed budget was then sent to the School Education Department (vide letter no.203/SCERT dated 5 February 2007) for approval. A total fund of Rs. 12,14,500/- (Rupees Twelve lakhs fourteen thousand and five hundred only) was approved by the School Education Department (vide letter no.149-SE (PRY)/mdm-2/06 dated 20 February 2007). School Education Department released the total survey allocation on 6 March 2007 (vide letter no. 556(Sanc)-SE (Pry)/MDM-2 /06 dated 6 March 2007). Research design, time schedule, selection of enumerators & supervisors, their remuneration etc., were also discussed in the above meeting.

The four sets of questionnaires were further analyzed and corrected by three eminent educationists - Prof. Bhabesh Moitra, Prof. Ranjugopal Mukherjee and Prof. Jyotirbhushan Dutta during March 6-12, 2007. In this respect, several in-house discussions were also held between the Director and Research Fellows of SCERT (WB). The DIET, South 24 Parganas was approached on 6 March 2007 to prepare a common data entry format (using MS Access, 2003) for survey purpose. Smt. Puspa Chowdhury, the then Assistant Technician (Educational

Respondents	Per district	Per zone	Total (in 5 districts)
Total number of schools (including 25K)	150	30	600
Total number of head teachers	150	30	600
Total number of community members	30	5	100
Total number of guardians	600	120	3000
Total number of students	800	150	3500

group per zone per district

representative sample of schools and 25K. The following table shows the distribution pattern of the target (including 25K) were randomly selected (by the use of Random Number Tables) from each zone for obtaining a school district was divided into four zones (North, South, East and West) and 30 primary schools randomly selected from each respective district. The MMS survey was carried out in these primary schools. Eventually all the DIETs were requested to submit a list of a total of 150 primary schools (including 25K) the school Education Department (reference letter no. 285-SE/PRY/MMS/25K dated 8 December 2003).

during October-December, 2007. Meanwhile, SCERT (WB) obtained approval of the survey questionnaire from English questionnaires were translated into Bengali by Smt. Shikha Gupta, Lecturer, DIET South 24 Parganas Education Department. The meeting (held later at SCERT) dated 22 August 2008). The four sets of MMS, Joint Secondary School Education Department, and the Chief Minister's Assistant Director, School in-house discussion. Prof. Prashant Ray, former Head, Technology Department, Presidency College, 2nd A.E.

The DIET South 24 Parganas was approached on 6 March 2007 to prepare a common data entry format (using MS Access, 2003) for survey purpose. Smt. Purna Chowdhury, the then Assistant Technician (Educational respect, several in-house discussions were also held between the Director and Research fellows of SCERT (WB). Prof. Rashmi Mohan, Prof. Ranjita Mukherjee and Prof. Gourab Ranjan Das were also present during March 6-12, 2007. In this the four sets of questionnaires were further analysed and corrected by three eminent educationists - Prof. remuneration etc. were also discussed in the above meeting.

dated 6 March 2007. Research design, data collection, selection of enumerators & supervisors, then Department released the total survey allocation on 6 March 2007 (reference no. 285/SE/PRY/MMS/25K dated 6 March 2007). Education Department (reference letter no. 148-SE/PRY/MMS/25K dated 22 February 2007) for approval. A total fund of Rs. 12,14,500/- (Rupees Twelve lakhs fourteen thousand and five hundred only) was approved by the School Education Department. (The letter no. 203/PRY/ED dated 2 February 2007) for approval. A total fund of Rs. SCERT (WB) to decide the budget for conducting the survey. The proposed budget was then sent to the School A meeting was held on 23 December 2006 with the DIET Principals and Academic and committee members of

Technology), DIET South 24 Parganas, was formally given the responsibility of developing the data base on 12 March 2007 (vide letter nos.472/SCERT, 473/SCERT dated 28 March 2007).

On 29 March 2007, another meeting was held at SCERT (WB) with DIET Principals in which both the soft and hard copies of the finalized Mid-Day Meal questionnaires were handed over to them. Discussions on procedures of survey, research design, and time schedule were held. Shri A.K. Maity, Joint Secretary, School Education Department, GoWB attended the said meeting. It may be mentioned here that only six DIETs (Jalpaiguri, Uttar Dinajpur, Malda, Murshidabad, Bankura and South 24 Parganas) could receive the allotted fund for conducting the MDMS survey in their districts within the stipulated time and hence could take up the survey work.

Another meeting was held at SCERT (WB) on 18 May 2007 with the Assistant Technicians of the six DIETs where the nitty-gritty of the draft database (for data entry) was discussed, analysed and suitably modified. Five DIETs, viz., Jalpaiguri, Malda, Murshidabad, Bankura and South 24 Parganas could complete their survey work within the first week of June, 2007 with the exception of DIET, Uttar Dinajpur who could only start their survey work from 6 June 2007 due to some administrative issues. The survey report on MDM Scheme from the district of Uttar Dinajpur will therefore feature in the second phase MDM State report of SCERT (WB).

Another meeting of Assistant Technicians of the five DIETs were called at SCERT (WB) on July 13, 2007 during which the developed data base along with instructions for tabulation and organization of data were handed over (vide letter no.741-748/SCERT dated 11 July 2007).

A review meeting was held in SCERT (WB) with the Principals of ten DIETs (including the above five DIETs) on 20 September 2007 during which the Principals of the concerned DIETs presented their respective district reports. Reviews of the survey questionnaire (for use in the second phase), survey procedure etc., was also carried out. Certain modifications in the questions were suggested in the meeting. Hard copies of the survey reports from Jalpaiguri and Murshidabad districts were also obtained ^{on} that day. Reports from the remaining districts reached SCERT (WB) in the month of October, 2007.

These district reports have been further scrutinized, analyzed and compiled by SCERT (WB) during November 2007-February 2008. Support from Assistant Technicians (Educational Technology) of DIETs Murshidabad, Hooghly, Nadia and North 24 Parganas was obtained in this respect. SCERT (WB) has prepared the final State report (first phase) during March 2008 for submission to the School Education Department, Government of West Bengal.

Department Government of West Bengal

prepared the final state report (first phase) during March 2008 for submission to the School Education Department, Hooghly, Nadia and North 24 Parganas was prepared in the report SCERT (WB) November 2007-February 2008. Support from Assistant Technicians (Educational Technology) of DITs these district reports have been further scrutinized, analyzed and compiled by SCERT (WB) during SCERT (WB) in the month of October, 2007.

Jalpaiguri and Murshidabad districts were also obtained that day. Reports from the remaining districts needed certain modifications as the questions were suggested in the meeting. Hard copies of the survey reports from reviews of the survey questionnaires for use in the second phase, survey procedure etc., was also carried out. September 2007 during which the Principals of the concerned DITs presented their respective district reports. A review meeting was held in SCERT (WB) with the Principals of ten DITs (including the above five DITs) on 20 (vide letter no. 741/SCERT dated 22 July 2007).

which the developed data base along with instructions for tabulation and organization of data were handed over. Another meeting of Assistant Technicians of the five DITs were called at SCERT (WB) on July 13, 2007 during which Dineguru will therefore feature in the second phase MIDT state report of SCERT (WB).

from 6 June 2007 due to some administrative issues. The survey report on MIDT Scheme from the district of the first week of June, 2007 with the exception of DIT, Murshidabad who could only start their survey work with the Jalpaiguri, Malda, Murshidabad, Bankura and South 24 Parganas could complete their survey work within the fifty fifty of the draft database (for data entry) was discussed, analyzed and suitably modified. Five DITs. Another meeting was held at SCERT (WB) on 18 May 2007 with the Assistant Technicians of the six DITs where the MIDT survey in their districts within the stipulated time and hence could take up the survey work.

Dineguru, Malda, Murshidabad, Bankura and South 24 Parganas could receive the allotted hand for conducting Department. GOWB attended the said meeting. It may be mentioned here that only six DITs (Jalpaiguri, Uttar of survey, research design, and time schedule were held. With A.K. Maiti, Joint Secretary, School Education, hard copies of the finalized Mid-Career questionnaires were handed over to them. Discussion on procedures on 20 March 2007, another meeting was held at SCERT (WB) with DIT Principals in which both the soft and March 2007 (vide letter no. 473/SCERT, 473/SCERT dated 22 March 2007).

Technology). DIT South 24 Parganas, was formally given the responsibility of developing the data base on 13

LIMITATIONS OF THE STUDY

The study had certain limitations, which are listed below:

1. All the primary schools and SSKs of the districts could not be brought under survey.
2. This report does not throw light on all the aspects of the MDM Scheme. Detailed survey may be carried out for more insightful findings.
3. The findings of this study are limited to the ability of the respondents to recall and also on their verbal opinions.
4. The surveyors/enumerators are not asked to go through any document or record to verify whether attendance, enrolment and performance of students has actually increased.
5. Due to non-availability of height recorder and weighing machines in the schools and SSKs, there was no way to assess the health status of the students.
6. As will be evident from the following discussions and graphical representations, that there are variations in perception of the stakeholders in the survey on different issues, which could not be explained without undertaking further probe.

LIMITATIONS OF THE STUDY

The study had certain limitations, which are listed below:

1. All the primary schools and 25% of the districts could not be brought under survey.
2. This report does not throw light on all the aspects of the MDM scheme. Detailed survey may be carried out for more insightful findings.
3. The findings of this study are limited to the ability of the respondents to recall and also on their verbal opinions.
4. The supervisors/enumerators are not asked to go through any document or record to verify whether attendance, enrolment and performance of students has actually increased.
5. Due to non-availability of height recorder and weighing machines in the schools and SHS, there was no way to assess the health status of the students.
6. As will be evident from the following discussions and graphical representation, there are variations in perception of the stakeholders in the survey on different issues, which could not be explained without understanding the inter-relationships.

CHAPTER 4

CHAPTER 4





RESPONSES FROM THE HEAD TEACHERS

Sample Profile:

Number of districts: 5 (Jalpaiguri, Malda, Murshidabad, Bankura, South 24 Parganas)

Number of surveyed schools (including SSKs) [5 districts @ 120 schools (including SSKs) /district]: 600

Number of head teachers [5 districts @ 120 schools (including SSKs)/district]: 600

TABLE-H 1

CATEGORY OF SURVEYED SCHOOLS

Districts	Govt./Govt. Sponsored schools	Govt. Aided schools	SSKs	School run by local bodies	Municipal/ Corporation schools	No response	Total no. of schools
Jalpaiguri	0	79	41	0	0	0	120
Malda	10	95	15	0	0	0	120
Murshidabad	71	44	4	0	1	0	120
Bankura	78	40	0	0	0	2	120
South 24 Parganas	58	33	15	1	0	13	120
Total school	217	291	75	1	1	15	600

The survey has been conducted in randomly selected primary schools and SSKs of 5 districts of West Bengal namely, Jalpaiguri, Malda, Murshidabad, Bankura and South 24 Parganas during April-June 2007. The number of surveyed primary schools is 525 and that of SSKs are 75. Out of the total 525 primary schools, 217 schools are Govt. /Govt. sponsored and 291 schools are Govt. Aided. One school is run by a local body in the district of South 24 Parganas and one school by the Municipality in the district of Murshidabad. The total student strength of all these schools (including SSKs) in the districts in the current academic year adds up to 94,443 with 51.69% boy and 48.31% girl students. Number of teachers aggregates to 2118 with 64.92% male and 35.08% female teachers. Regarding school hours, 23.5% of the schools are morning schools and the remaining 66.83% are day schools. Noticeably 58 head teachers (9.67%) from five districts did not respond to this question.

FIGURE-H 1

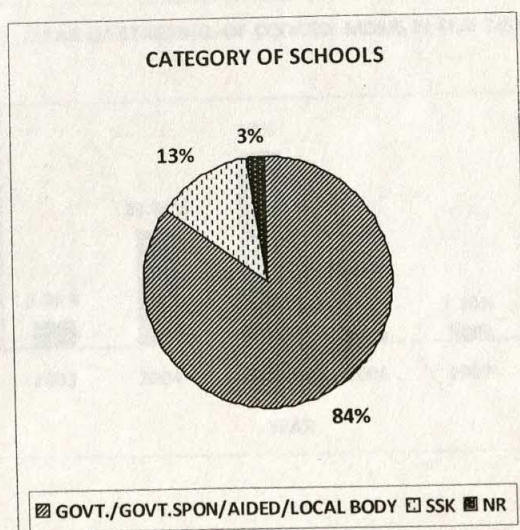


TABLE-H 2

RUNNING OF COOKED MID-DAY MEAL SCHEME (MDMS) IN THE SURVEYED SCHOOLS

Districts	Yes	No	No Response	Total no. of schools
Jalpaiguri	115	0	5	120
Malda	119	0	1	120
Murshidabad	90	0	30	120
Bankura	112	1	7	120
South 24 Parganas	91	0	29	120
Total school	527 (87.83%)	1 (0.17%)	72 (12%)	600

It is seen from the above survey (Table-H 2) that Mid-Day Meal Scheme is in operation in 527 (87.83%) primary schools (including SSKs). However there is one surveyed school in Bankura district where MDMS has stopped operating. More importantly, head teachers of 72 other schools did not respond to this question.

TABLE-H 3

YEAR OF STARTING OF COOKED MDMS IN SURVEYED SCHOOLS

Districts	2003	2004	2005	2006	2007	No response	Total no. of schools
Jalpaiguri	10	24	44	1	2	39	120
Malda	2	20	61	6	1	30	120
Murshidabad	10	8	58	2	15	27	120
Bankura	6	21	51	2	0	40	120
South 24 Parganas	3	67	20	1	1	28	120
Total school	31 (5.2%)	140 (23.3%)	234 (39%)	12 (2%)	19 (3.2%)	164 (27.3%)	600

As regards to the starting year of MDM Scheme, the above table (Table- H 3) shows that out of 600 surveyed schools, the programme started in 2005 in 234 schools/SSKs, and in the preceding year, the corresponding number of schools/SSKs was 140. 31 schools started running the programme in 2003, 12 schools in 2006 and 19 schools in the year 2007. However it is to be noted that 164 head teachers did not respond to this question.

FIGURE-H 2

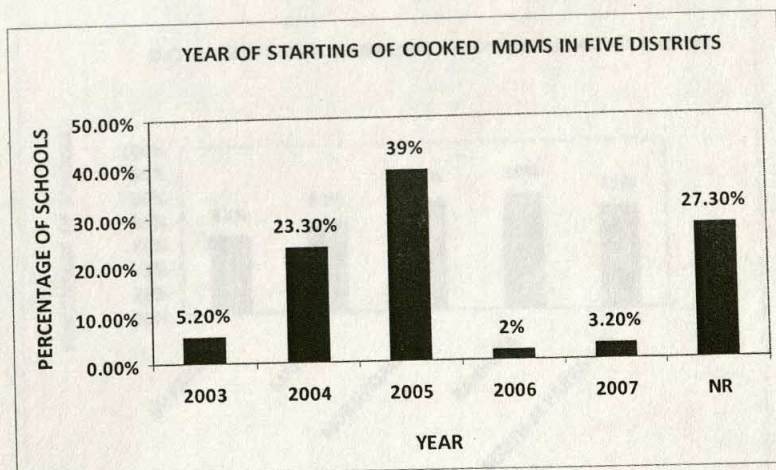


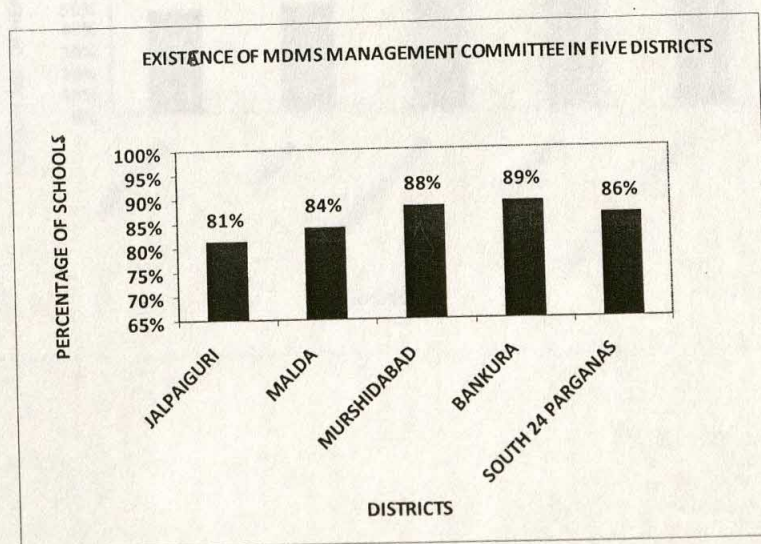
TABLE-H 4

DETAILS ON MANAGEMENT OF COOKED MDMS IN SURVEYED SCHOOLS

Districts	Existence of MDMS Management Committee in school			Frequency of meeting on MDMS						
	Yes	No	NR	Once in a week	Once in fifteen days	Once in a month	Once in six months	Once in a year	Never	NR
Jalpaiguri	97	21	2	0	3	69	17	2	2	4
Malda	101	16	3	11	23	53	7	1	5	1
Murshidabad	105	14	1	5	16	78	2	0	0	4
Bankura	107	7	6	4	6	93	2	2	0	0
South 24 Parganas	103	10	7	1	9	91	0	1	1	0
Total school	513 (85.5%)	68 (11.33%)	19 (3.17%)	21 (4%)	57 (11%)	384 (75%)	28 (5.45%)	6 (1.2%)	8 (1.6%)	9 (1.75%)

Table-H 4 indicates that 85.5% of school authorities already have set up MDMS Management Committees in their respective schools/SSKs for successful implementation of the programme. Head teachers, Assistant teachers, and members from VEC, PTA, MTA, SHGs, NGOs etc., are the members of the aforementioned committee. 75% of head teachers state that members generally meet once a month to decide on the plan of action for the ongoing scheme. However 9 head teachers (1.75%) did not mention the frequency of the meetings held in this regard in their schools. Further, 8 head teachers have actually reported that MDMS-related meetings have never been held despite the existence of MDMS management committees in the schools.

FIGURE-H 3



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TABLE-H 5.1

PARTICIPATION OF BLOCK/DISTRICT OFFICIALS IN MONITORING MDMS IN SURVEYED SCHOOLS

Districts	Visit by Block/District officials during MDM in schools			
	Yes	No	NR	Total no. of schools
Jalpaiguri	56	59	5	120
Malda	59	60	1	120
Murshidabad	75	45	0	120
Bankura	81	33	6	120
South 24 Parganas	62	52	6	120
Total school	333	249	18	600
	(55.5%)	(41.5%)	(3%)	

Table-H 5.1 shows that Block and District level officials visit 55.5% of schools for monitoring the implementation of MDM Scheme in the schools/SSKs. The involvement of officials is highest in the district of Bankura followed by Murshidabad. It is worth noticing when 41.5% of head teachers say that no such visits are made by the officials in their schools.

FIGURE-H 4

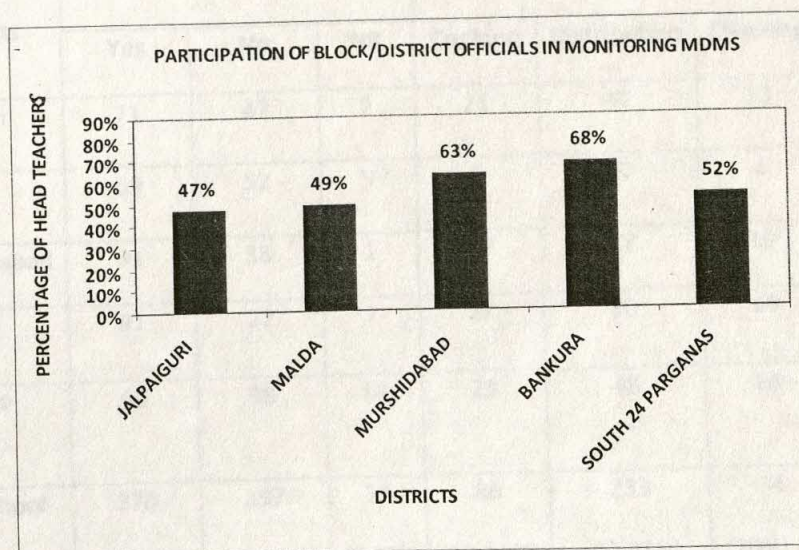


Table 4.1: Distribution of students by gender and year level

Year level	Gender			Total
	Male	Female	Total	
Year 1	10	15	25	25
Year 2	12	18	30	30
Year 3	15	20	35	35
Year 4	18	22	40	40
Year 5	20	25	45	45
Year 6	25	30	55	55
Total	100	120	220	220

Table 4.1 shows the distribution of students by gender and year level. The total number of students is 220. The distribution is as follows: Year 1: 25 students, Year 2: 30 students, Year 3: 35 students, Year 4: 40 students, Year 5: 45 students, Year 6: 55 students. The gender distribution is as follows: Male: 100 students, Female: 120 students.

Figure 4.1

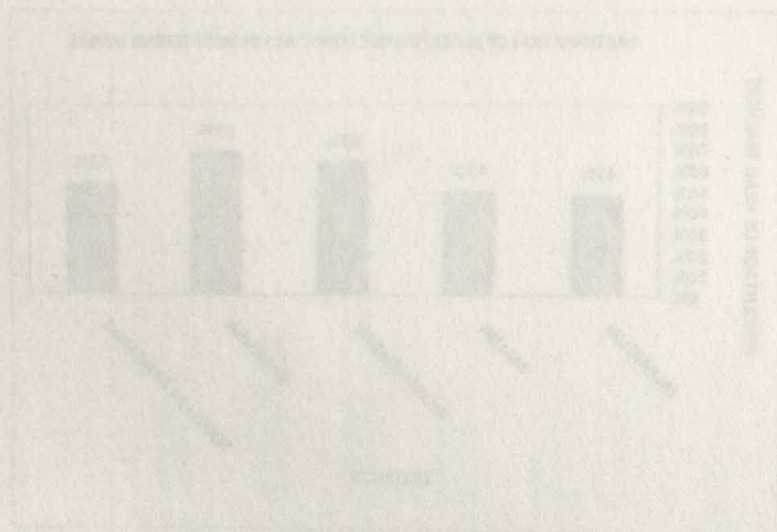


TABLE-H 5.2

COOPERATION RECEIVED FROM COMMUNITY MEMBERS IN IMPLEMENTATION OF MDMS IN SURVEYED SCHOOLS

Districts	VEC			PTA			MTA			PANCHAYAT		
	Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No	NR
Jalpaiguri	69	17	34	47	23	50	55	24	41	79	16	25
Malda	86	20	14	43	50	27	75	32	13	66	25	29
Murshidabad	108	6	6	74	12	34	81	11	28	76	17	27
Bankura	103	1	16	59	7	54	74	2	44	65	5	50
South 24 Parganas	91	11	18	46	23	51	67	16	37	52	17	51
Total school	457	55	88	269	115	216	352	85	163	338	80	182
(600)	(76.2%)	(9.2%)	(14.6%)	(44.83%)	(19.2%)	(36%)	(58.6%)	(14.2%)	(27.2%)	(56.33%)	(13.33%)	(30.34%)

As regards to the cooperation received from community members, head teachers opine that maximum contribution comes from VEC members (Table-H 5.2). Active involvement of Panchayat members is however required. Full commitment of PTA & MTA members is also necessary for proper execution of the scheme.

TABLE-H 5.3

COOPERATION RECEIVED FROM PARENTS/GUARDIANS IN IMPLEMENTATION OF MDMS IN SURVEYED SCHOOLS

Districts	Cooperation received from guardians/parents			Nature of cooperation received			
	Yes	No	NR	Cooking	Distribution	Cleaning	Others
Jalpaiguri	71	47	2	21	41	22	8
Malda	59	52	9	8	37	6	8
Murshidabad	81	38	1	17	57	16	7
Bankura	91	22	7	17	50	16	15
South 24 Parganas	68	38	14	23	48	14	0
Total school	370	197	33	86	233	74	38
	(61.7%)	(32.8%)	(5.5%)	(23.24%)	(62.97%)	(20%)	(10.27%)

61.7% of head teachers opine that definite support is received from parents and guardians in running the MDM programme in their respective schools (Table-H 5.3). Most guardians help in the distribution of the cooked meal to the students. Some provide assistance in cooking the meal, cleaning the kitchen, eating area etc. On the other hand, 33% of head teachers say that no cooperation is received from the guardians /parents in any form whatsoever in

TABLE-H-2

COOPERATION RECEIVED FROM COMMUNITY MEMBERS IN IMPLEMENTATION OF MONS IN SURVEYED SCHOOLS

District	VET			PTA			MTA			PANCHAYAT		
	Yes	No	NR	Yes	No	NR	Yes	No	NR	Yes	No	NR
Belaghat	85	17	24	47	33	50	52	24	48	58	12	12
Manda	88	20	18	43	20	47	50	17	12	66	22	39
Unchhabad	100	0	0	54	12	34	81	11	28	76	13	11
Bachwa	103	0	10	58	7	24	76	2	48	62	2	20
South 24 Parganas	87	12	18	46	22	32	67	10	17	52	12	34
Total school	401	30	88	288	112	122	352	40	122	386	80	122
(50%)	(11.25%)	(1.40%)	(2.40%)	(8.00%)	(3.10%)	(3.10%)	(10.00%)	(1.10%)	(3.10%)	(10.00%)	(2.20%)	(3.10%)

As regards to the cooperation received from community members, head teachers of the first maximum participation comes from VET members (Table-H-2). Active involvement of Panchayat members is however, required for commitment of PTA & MTA members is also necessary for proper execution of the scheme.

TABLE-H-3

COOPERATION RECEIVED FROM PARENTS/GUARDIANS IN IMPLEMENTATION OF MONS IN SURVEYED SCHOOLS

District	Cooperation received from guardians/parents			Nature of cooperation received		
	Yes	No	NR	Cooking	Dishwashing	Cleaning
Belaghat	71	45	1	50	41	52
Manda	50	32	9	8	31	6
Unchhabad	87	28	7	17	23	10
Bachwa	91	23	7	17	10	12
South 24 Parganas	88	38	14	23	48	14
Total school	370	193	37	88	133	74
(61.7%)	(32.9%)	(6.3%)	(12.2%)	(23.2%)	(35.3%)	(19.5%)

81.7% of head teachers opine that definite support is received from parents and guardians in running the MONS programme in their respective schools (Table H-3). Most guardians help in the distribution of the cooked meal to the students. Some provide assistance in washing the vessel, cleaning the kitchen, setting table etc. On the other hand, 33% of head teachers say that no cooperation is received from the guardians/parents in any form whatsoever in

execution of the scheme in their respective schools. The involvement of parents is maximally noticed in Bankura district.

FIGURE-H 5

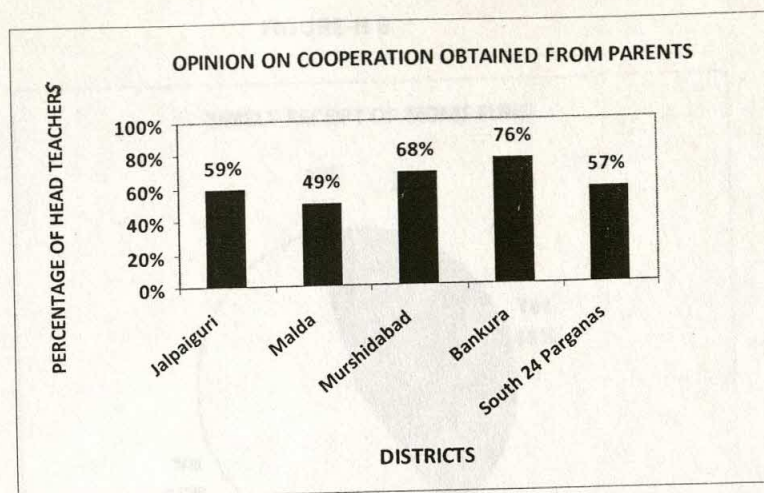


TABLE-H 6.1

DETAILS ON FUND RECEIPT FOR IMPLEMENTATION OF MDMS IN SURVEYED SCHOOLS

Districts	Timely receipt of MDMS fund		
	Yes	No	NR
Jalpaiguri	53	60	7
Malda	54	54	12
Murshidabad	68	51	1
Bankura	52	63	5
South 24 Parganas	16	104	0
Total school	243	332	25
(600)	(40.5%)	(55.33%)	(4.17%)

As indicated in Table-H 6.1 above, 55% of head teachers have pointed out that the money sanctioned by the Government for running the MDM Scheme does not reach the schools on time. This problem is most prominent in South 24 Parganas. In this context, it may be mentioned that the scheme is financed both by the Central and State Governments. The School Education Department allots fund @ Rs.2.50/- per student per school day for ten months as cooking cost and Rs 600/- as remuneration to the cook per school per month to the Nodal Officer of the district (i.e., the District Magistrate) who then sub-allots the fund to Block Development Officers, they in turn distribute the same directly to the implementing agencies at the primary schools/SSKs i.e., the SHGs, MTAs, Managing Committees of the SSKs and the Sub-Divisional Officer for distribution to the Municipalities/Corporation schools. Reasons cited are administrative shortcomings in the block offices, lack of proper planning and coordination among different levels, delay in encashment of received cheque in the bank etc. Some head teachers point out late submission of Utilization Certificate in respect of MDM expenses, which is often the cause for delay as sanctioning agency collects the certificate from all the schools to release the next allotment. Some head teachers ascribe the delay to large distance with poor communication facilities between school and the concerned Block office. Notably, most head

teachers of the surveyed schools have avoided answering this question. Conclusively, irregular fund supply is a major hindrance in the smooth functioning of the MDM Scheme in the schools/SSKs.

FIGURE-H 6

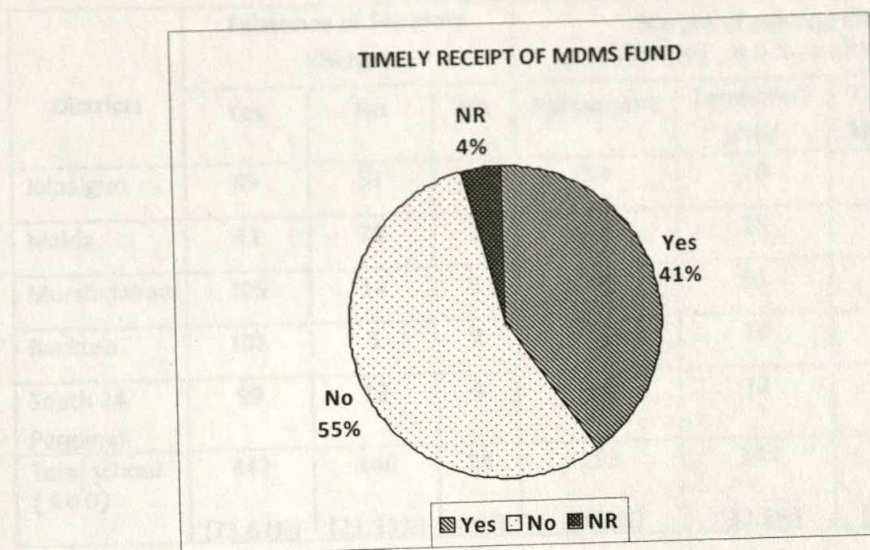


TABLE-H 6.2

DETAILS ON AUDIT OF MDMS FUND IN SURVEYED SCHOOLS

Districts	Audit of MDMS			Frequency of audit of MDMS account in schools						
	Yes	No	NR	Once in a month	Once in 2 months	Once in 3 months	Once in 4 months	Once in 6 months	Once in a year	NR
Jalpaiguri	98	13	9	39	2	2	0	10	6	39
Malda	94	22	4	30	8	15	8	11	2	20
Murshidabad	114	5	1	78	1	0	6	1	0	28
Bankura	108	7	5	67	2	5	3	1	2	28
South 24 Parganas	100	8	12	71	1	3	0	6	4	15
Total school	514 (85.66%)	55 (9.17%)	31 (5.17%)	285 (55.5%)	14 (2.7%)	25 (4.9%)	17 (3.3%)	29 (5.6%)	14 (2.7%)	130 (25.3%)

The present survey reveals that it is mostly the head teachers who maintain the accounts for all the expenditures related to the MDM Scheme in the schools. In some schools, VEC members and assistant teachers also do account keeping. There is provision for auditing the MDM accounts in the schools as reported by 86% of the head teachers, the frequency of audit being once in a calendar month. 25.3% of head teachers however did not respond to this query. (Table-H 6.2)

to be of the lowest schools have sought answer the question. Consequently, whether food safety is a high indicator in the monthly functioning of the MDMS scheme in the schools (NR).

FIGURE 4.2

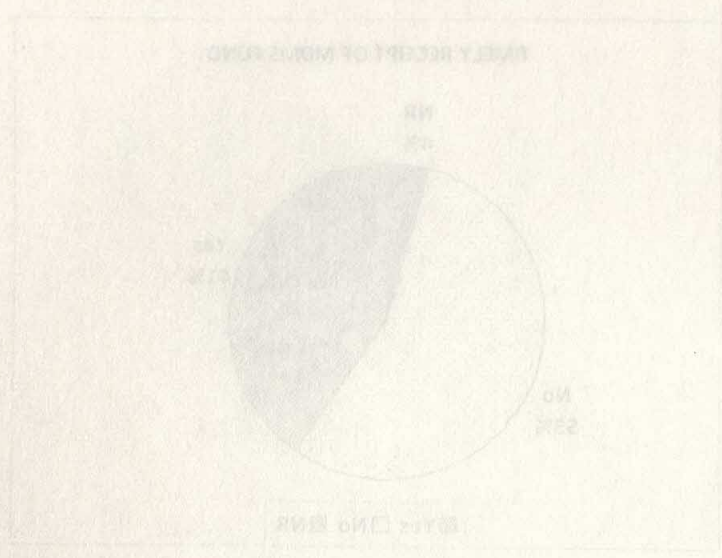


TABLE 4.2.2

DETAILS ON AUDIT OF MDMS FIND IN SURVEYED SCHOOLS

District	Audit of MDMS		Frequency of audit of MDMS account in schools						
	Yes	No	NR	at least once a month	at least once a quarter	at least once a year	at least once a year	at least once a year	NR
Aligarh	98	12	9	30	1	1	0	0	30
Bulandshahr	90	10	0	30	0	0	0	0	30
Meerut	100	0	0	10	0	0	0	0	10
Mathura	100	0	0	10	0	0	0	0	10
South UP	100	0	0	10	0	0	0	0	10
Other districts	100	0	0	10	0	0	0	0	10
Total school	404	34	19	120	1	1	0	0	122
	(94%)	(8%)	(4%)	(29%)	(0.2%)	(0.2%)	(0%)	(0%)	(29.5%)

The present survey reveals that it is mostly the head teacher who maintain the accounts for all the expenditures related to the MDMS scheme in the schools. In some schools, VET members and assistant teachers also maintain the accounts. There is a provision for auditing the MDMS accounts in the schools as required by rules of the food safety and quality standards authority of India (FSQAI). However, 25% of head teachers however did not respond to this query (Table 4.2.2).

TABLE-H 7

DETAILS ON PROVISION OF KITCHEN FACILITIES IN SURVEYED SCHOOLS

Districts	Existence of Separate Kitchen			Nature of existing Kitchen (out of 442 schools)			
	Yes	No	NR	Permanent	Temporary shed	Cook's kitchen	NR
Jalpaiguri	89	31	0	59	28	2	0
Malda	41	78	1	15	25	0	1
Murshidabad	105	14	1	44	61	0	0
Bankura	108	5	7	89	18	0	1
South 24 Parganas	99	12	9	86	12	0	1
Total school (600)	442	140	18	293	144	2	3
	(73.67%)	(23.33%)	(3%)	(66.3%)	(32.6%)	(0.4%)	(0.7%)

The Kitchen is a vital part of the Mid-Day Meal Scheme. The present survey (Table-H 7) discloses that, 23.33% of schools do not have separate kitchen facilities. Out of the existing facilities, 66.28% of kitchens are permanent in nature but 32.6% are temporary with thatched roofs, bamboo walls or walls erected with plastic sheets. This is particularly noticeable in Malda district where most schools do not have the provision for separate kitchen facilities for cooking the meal. In South 24 Parganas, the head teachers say that kitchens are located adjacent to the classrooms leading to a huge possibility of fire hazard within the school premises. Head teachers further add that children are daily exposed to both fire and smoke hazard. The latter is due to non-existence of proper ventilation systems in the kitchens.

FIGURE-H 7

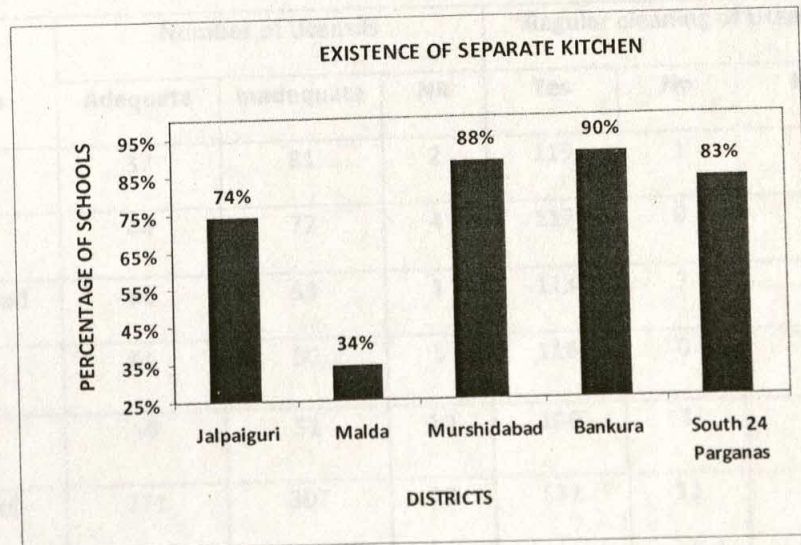


TABLE-17

DETAILS ON PROVISION OF KITCHEN FACILITIES IN SELECTED SCHOOLS

District	Existence of Separate Kitchen			Existence of eating facilities (out of 142 schools)		
	Yes	No	NR	Permanent shed	Temporary shed	Others
Jaipur	89	31	0	59	28	0
Maharashtra	41	79	1	13	78	0
Muzaffargarh	105	14	1	64	61	0
Gochara	108	7	1	69	18	0
South 24 Parganas	69	19	3	58	13	0
Total / Grand	442	140	16	293	144	0
(60%)	(25.35%)	(10%)	(2.32%)	(20.63%)	(10.14%)	(0%)

The kitchen is a part of the building, most schools. The present survey (Table-17) shows that 28.35% of schools do not have separate kitchen facilities. Out of the existing facilities, 66.13% of schools are permanent in nature but 31.6% are temporary with thatched roof, bamboo walls or walls made with plastic sheets. This is particularly noticeable in Maharashtra where most schools do not have the provision for separate kitchen facilities for cooking the meal. In South 24 Parganas, the best teachers say that kitchens are located adjacent to the classrooms leading to a high possibility of the spread of smoke inside. Head teachers further add that children are daily exposed to both the air and smoke inside. The factor is due to non-availability of proper ventilation system in the kitchen.

FIGURE-17

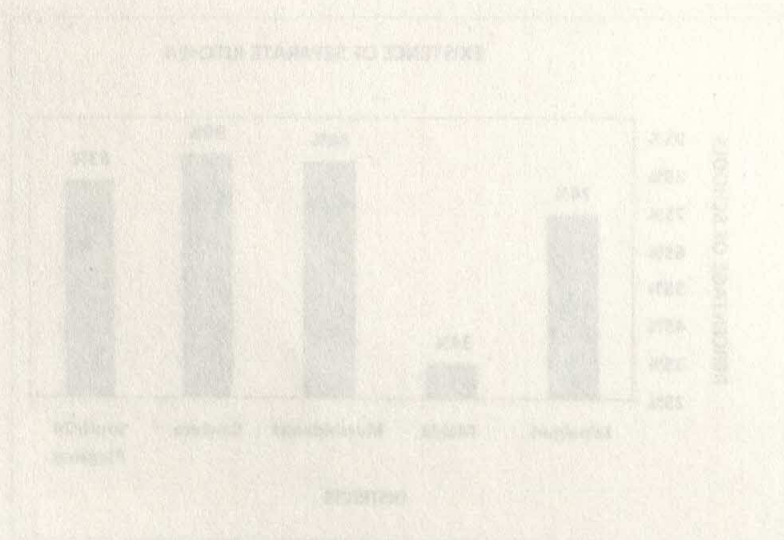


TABLE-H 8

DETAILS ON PROVISION OF STOREROOM FACILITIES IN SURVEYED SCHOOLS

Districts	Nature of Storeroom			
	Separate	Kitchen-cum storeroom	No storeroom	NR
Jalpaiguri	17	26	71	6
Malda	2	9	100	9
Murshidabad	21	10	87	2
Bankura	13	40	62	5
South 24 Parganas	23	31	56	10
Total school	76	116	376	32
(600)	(12.66%)	(19.33%)	(62.66%)	(5.33%)

Table-H 8 reflects that most of the surveyed schools (63%) do not have storeroom provisions. Only 13% of the schools have separate storerooms and 19% of the schools use the kitchen for storing food grains, pulses and other cooking ingredients. This absence of storeroom is noticed in almost all the districts viz., Malda, Murshidabad, Jalpaiguri, Bankura and South 24 Parganas thereby exposing children to food poisoning and other health hazards (both real and potential).

TABLE-H 9.1

DETAILS ON ADEQUACY OF UTENSILS IN SURVEYED SCHOOLS

Districts	Number of Utensils			Regular cleaning of Utensils		
	Adequate	Inadequate	NR	Yes	No	NR
Jalpaiguri	37	81	2	119	1	0
Malda	44	72	4	117	0	3
Murshidabad	66	53	1	113	7	0
Bankura	65	50	5	116	0	4
South 24 Parganas	59	51	10	106	3	11
Total school	271	307	22	571	11	18
(600)	(45.2%)	(51.2%)	(3.6%)	(95.2%)	(1.8%)	(3%)

Another matter of concern which comes out directly from the responses of the head teachers is that 51% of schools do not have adequate utensils for cooking Mid-Day Meal for the students (Table-H 9.1). Apparently there is a significant dearth of cooking utensils in the surveyed primary schools/SSKs in the districts and more so in the district

TABLE H-4
DETAILS ON PROVISION OF STORAGE FACILITIES IN SURVEYED SCHOOLS

District	Separate store-rooms	Beds-rooms store-rooms	Status of storeroom	
			No storeroom	Yes
Delhi	17	24	71	1
Meerut	2	0	100	3
Muzaffarnagar	11	10	87	3
Bareilly	13	40	63	3
South 24 Parganas	23	31	26	10
Total schools	45	115	376	30
(1971)	(10.2 per cent)	(11.1 per cent)	(62.6 per cent)	(10.3 per cent)

Table H-4 reflects that most of the surveyed schools (75.6 per cent) do not have store-rooms. Only 10.3 per cent of the schools have separate store-rooms and 11.1 per cent have beds-rooms. The latter for storing food grains, pulses and other cooking ingredients. The absence of store-rooms is noticed in most of the districts viz. Meerut, Muzaffarnagar, Bareilly, Bijnor and South 24 Parganas. However, except in Meerut, Bijnor and South 24 Parganas, the schools do not have any store-rooms.

TABLE H-5
DETAILS ON ADOPTION OF UTENSILS IN SURVEYED SCHOOLS

District	Number of utensils			Regular cleaning of utensils	
	4-pronged	Intermediate	HT	Yes	No
Delhi	37	81	2	112	1
Meerut	43	75	4	117	0
Muzaffarnagar	65	13	1	119	1
Bareilly	63	20	2	118	0
South 24 Parganas	29	21	10	106	11
Total schools	257	209	23	572	31
(1971)	(45.2 per cent)	(37.2 per cent)	(4.2 per cent)	(92.8 per cent)	(5.2 per cent)

Another matter of concern which comes out directly from the responses of the head teachers is that 51.6 per cent of the schools do not have adequate utensils for cooking. Table H-5 reflects that for the surveyed schools, 45.2 per cent of the schools have 4-pronged utensils, 37.2 per cent have intermediate utensils and 4.2 per cent have HT utensils. The significant deficit of cooking utensils in the surveyed primary schools is in the districts of Meerut and South 24 Parganas.

of Jalpaiguri and Malda. On the positive side, 95% of head teachers affirm that the utensils are regularly cleaned before and after cooking by the cooks and their helpers.

TABLE-H 9.2

DETAILS ON ARRANGEMENT OF PLATES FOR MDM CONSUMPTION IN SURVEYED SCHOOLS

Districts	Plates provided by school	Plates or leaves brought from home	NR	Regular inspection of plates by teachers		
				Yes	No	NR
Jalpaiguri	1	117	2	120	0	0
Malda	2	118	0	117	0	3
Murshidabad	2	118	0	117	2	1
Bankura	2	112	6	115	0	5
South 24 Parganas	31	88	1	110	1	9
Total school	38	553	9	579	3	18
(600)	(6.3%)	(92.2%)	(1.5%)	(96.5%)	(0.5%)	(3%)

Table-H 9.2 shows that in 553 schools (92.2%), students bring their own plates for their mid-day meals. 38 schools, (with 31 schools from South 24 Parganas), provide plates to the students for the same purpose. 96.5% of head teachers assert that teachers inspect the cleanliness of plates used by the students before the meal is served. Head teachers from 18 schools (3%) did not provide this information.

TABLE-H 10.1

DETAILS ON SOURCE & ADEQUACY OF WATER IN SURVEYED SCHOOLS

Districts	Source of Water					Adequacy of water		
	Tube well	Hand pump	Tap water	Stored water	NR	Yes	No	NR
Jalpaiguri	69	16	16	18	1	84	36	0
Malda	83	9	25	3	0	86	34	0
Murshidabad	71	36	13	0	0	101	17	2
Bankura	93	10	7	4	6	85	31	4
South 24 Parganas	74	9	23	6	8	87	26	7
Total school	390	80	84	31	15	443	144	13
(600)	(65%)	(13.3%)	(14%)	(5.2%)	(2.5%)	(73.8%)	(24%)	(2.2%)

TABLE-4.10.1

DETAILS ON SOURCE & ADEQUACY OF WATER IN SURVEYED SCHOOLS

District	Source of Water				Adequacy of water	
	Tube well	Hand pump	Tap water	Stored water	Yes	No
Jaipur	69	16	16	28	1	84
Maharashtra	23	2	25	2	0	86
Madhya Pradesh	71	36	13	0	0	101
Bihar	93	10	7	4	6	85
South 24 Parganas	14	2	23	6	0	87
Total school	280	66	84	39	75	443
(600)	(46.7%)	(11.0%)	(14.0%)	(6.5%)	(12.5%)	(73.5%)

TABLE-4.10.2

DETAILS ON SOURCE & ADEQUACY OF WATER IN SURVEYED SCHOOLS

District	Plates provided by school	Plates in leaves brought from home	NR	Regular inspection of plates by teachers		
				Yes	No	NR
Jaipur	1	117	2	129	0	0
Maharashtra	2	118	0	117	0	3
Madhya Pradesh	2	119	0	117	2	1
Bihar	2	115	6	115	0	2
South 24 Parganas	81	88	1	116	1	9
Total school	88	557	9	579	3	25
(600)	(14.7%)	(92.7%)	(1.5%)	(96.5%)	(0.5%)	(4.2%)

Table 4.10.2 shows that in 553 schools (92.2%), students bring their own plates for their mid-day meals. 25 schools (with 31 schools from South 24 Parganas) provide plates to the students for the same purpose. 96.5% of the teachers report that teachers inspect the cleanliness of plates used by the students before the meal is served. However, 12 schools (2%) did not provide this information.

On the positive side, 26 of the schools are regularly cleaned before and after cooking by the cooks and their helpers.

Tube well (Table-H 10.1) is the main source of water for 65% of the schools. Some schools also avail of tap water. Hand pump is another source of water for schools and is mostly found to be prevalent in Murshidabad district. 24% of head teachers say that water supply available within their schools is not sufficient.

FIGURE-H 8

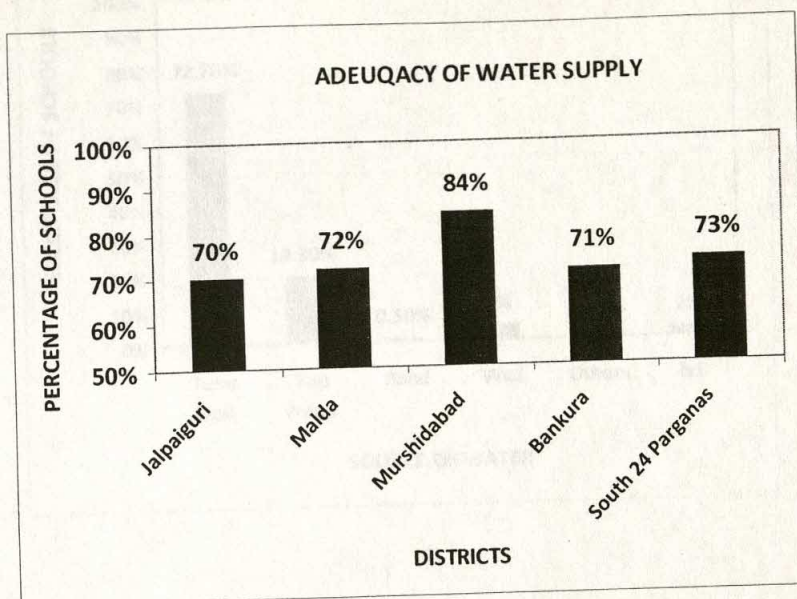


TABLE-H 10.2

DETAILS ON WATER AVAILABILITY FOR MDMS IN SURVEYED SCHOOLS

Districts	Source of Water for cooking						Arrangement of safe Drinking water		
	Tube well	Tap water	Pond	Well	Others	NR	Yes	No	NR
Jalpaiguri	76	23	0	16	5	0	70	50	0
Malda	88	29	0	3	0	0	58	61	1
Murshidabad	91	27	0	0	2	0	81	38	1
Bankura	100	8	0	5	2	5	89	26	5
South 24 Parganas	81	29	3	0	0	7	73	40	7
Total school	436	116	3	24	9	12	371	215	14
(600)	(72.7%)	(19.3%)	(0.5%)	(4%)	(1.5%)	(2%)	(62%)	(36%)	(2%)

Water for cooking Mid-Day Meals is mainly drawn from tube wells as is reported by 72.7% of the head teachers (Table-H 10.2). A significant number of schools in Malda, South 24 Parganas, Murshidabad and Jalpaiguri use tap water for cooking. Pond water is used for cooking in 3 schools of South 24 Parganas. Some schools in Jalpaiguri district use water from well for this purpose. 36% of schools including SSKs have reported an urgent requirement for safe drinking water. In this context, Malda district has reported that it is facing acute water scarcity with significant arsenic content in some available water resources.

FIGURE-H 9

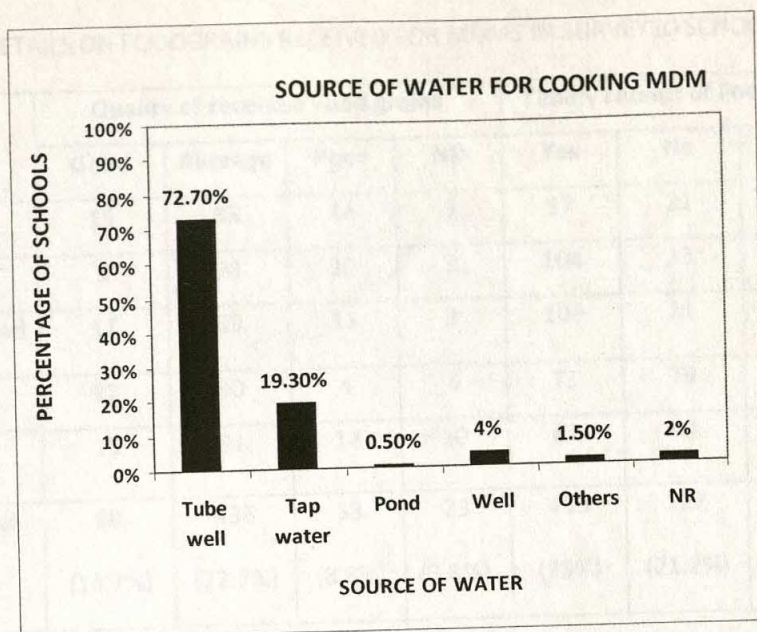


TABLE-H 11

DETAILS ON TYPE & SUFFICIENCY OF FUEL FOR COOKED MDMS IN SURVEYED SCHOOLS

Districts	Type of Fuel used					Sufficiency of Fuel		
	LPG	Firewood	Coal	Kerosene	NR	Yes	No	NR
Jalpaiguri	5	115	0	0	0	85	35	0
Malda	1	118	1	0	0	96	21	3
Murshidabad	0	101	18	1	0	110	10	0
Bankura	0	108	8	0	4	96	18	6
South 24 Parganas	4	97	1	10	8	91	20	9
Total school	10	539	28	11	12	478	104	18
(600)	(1.7%)	(89.8%)	(4.7%)	(1.8%)	(2%)	(79.7%)	(17.3%)	(3%)

Only 10 schools (1.7%) declared that LPG is used for cooking the mid-day meals (Table-H 11) whereas almost 89.8% schools use firewood for the same in the above-mentioned districts. Coal and Kerosene are used in 18 schools of Murshidabad and 10 schools in South 24 parganas respectively. 104 schools however draw attention to the fact that fuel available for cooking is not sufficient. For these schools the problem gets aggravated during the rainy season when they end up paying more for procuring the same quantity of fuel. Due to the seasonal price hike, these schools resort to using dry leaf, grass, cow dung cake etc. to lower fuel costs. However the schools still need to purchase fuel using loan to prevent total shut down of the MDM Scheme.



TABLE 4-11

DETAILS BY FUEL TYPE: SUFFICIENCY OF FUEL FOR COOKING MEALS IN PRIVATE SCHOOLS

Cooking Method	Type of Fuel Used	Sufficiency of Fuel			
		Not Sufficient	Sufficient	Total	Percentage
Coal	Coal	0	0	0	0%
Coal	Kerosene	0	0	0	0%
Coal	Fuel Oil	0	0	0	0%
Coal	Gas	0	0	0	0%
Coal	Propane	0	0	0	0%
Coal	Total	0	0	0	0%
Kerosene	Coal	0	0	0	0%
Kerosene	Kerosene	0	0	0	0%
Kerosene	Fuel Oil	0	0	0	0%
Kerosene	Gas	0	0	0	0%
Kerosene	Propane	0	0	0	0%
Kerosene	Total	0	0	0	0%
Fuel Oil	Coal	0	0	0	0%
Fuel Oil	Kerosene	0	0	0	0%
Fuel Oil	Fuel Oil	0	0	0	0%
Fuel Oil	Gas	0	0	0	0%
Fuel Oil	Propane	0	0	0	0%
Fuel Oil	Total	0	0	0	0%
Gas	Coal	0	0	0	0%
Gas	Kerosene	0	0	0	0%
Gas	Fuel Oil	0	0	0	0%
Gas	Gas	0	0	0	0%
Gas	Propane	0	0	0	0%
Gas	Total	0	0	0	0%
Propane	Coal	0	0	0	0%
Propane	Kerosene	0	0	0	0%
Propane	Fuel Oil	0	0	0	0%
Propane	Gas	0	0	0	0%
Propane	Propane	0	0	0	0%
Propane	Total	0	0	0	0%
Total	Coal	0	0	0	0%
Total	Kerosene	0	0	0	0%
Total	Fuel Oil	0	0	0	0%
Total	Gas	0	0	0	0%
Total	Propane	0	0	0	0%
Total	Total	0	0	0	0%

Only 10 schools (2.7%) declared that fuel was used for cooking the mid-day meals (Table 4-11) whereas almost 88.8% of schools were not used for the same in the above-mentioned category. Coal and kerosene are used in 18 schools of Maharashtra and 10 schools in South India whereas respectively 109 schools purchase their own fuel for the kitchen and 109 schools purchase their own fuel for the kitchen. For these schools the kitchen gets renovated during the rainy season when they end up paying more for procuring the same quantity of fuel. Due to the seasonal price rise, these schools need to use the fuel, gas, kerosene etc. to save fuel cost. However, the schools still need to purchase fuel using gas to prevent fuel shut down of the DM supply.

TABLE-H 12

DETAILS ON FOODGRAINS RECEIVED FOR MDMS IN SURVEYED SCHOOLS

Districts	Quality of received Food grains				Timely receipt of Food grains		
	Good	Average	Poor	NR	Yes	No	NR
Jalpaiguri	15	88	14	3	97	21	2
Malda	9	98	10	3	104	13	3
Murshidabad	17	89	11	3	109	11	0
Bankura	32	80	4	4	73	39	8
South 24 Parganas	15	81	14	10	67	43	10
Total school (600)	88 (14.7%)	436 (72.7%)	53 (8.8%)	23 (3.8%)	450 (75%)	127 (21.2%)	23 (3.8%)

Table-H 12 shows that the supply of food grains received by primary schools and SSKs are of average quality. Moreover only 75% of schools including SSKs receive the allotted food grains on time, the required amount being determined on the basis of total number of students @ 100 gms per child for maximum of 22 days in a month and for 10 months in a calendar year. The requisition for food grains is placed before the BDO directly or through SI/s, members of Panchayat Samiti, VEC members, Ration dealers, etc. In this respect one head teacher from South 24 Parganas maintains that the ration dealer himself fixes the requisite quantity of food grains for the school. Cost for transporting the food grains from godown/ration shop to school varies from school to school and is borne by the head teachers, VEC members, etc., from the MDM account. Teachers, VEC members, SHGs, members from PTA & MTA and even the guardians provide assistance in reaching the food grain sacks to school. Sacks are stored either in the kitchen or in the storeroom. Schools with no storage facilities preserve the grain sacks in their office rooms or in the residence of head teacher/assistant teacher/VEC member. Again head teachers state that there are no safety measures in schools for keeping the sacks moisture free or free from pests. Some say that food grains sacks are covered with polythene bags and kept over raised platforms in the storage areas.

FIGURE-H 10

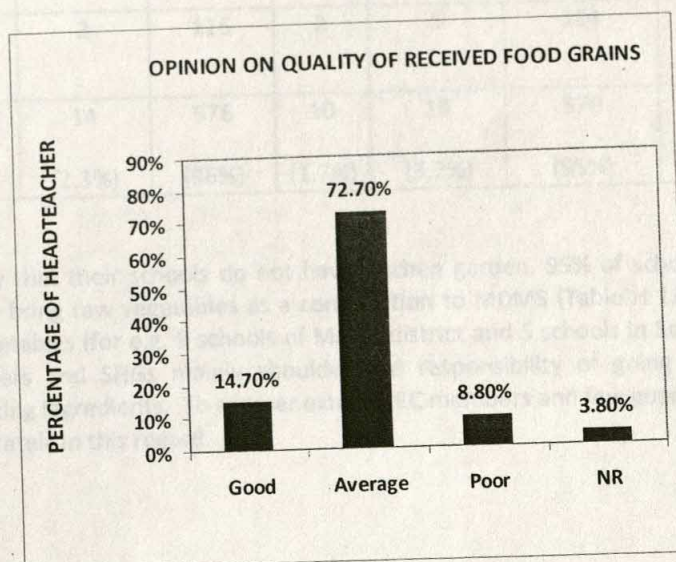


FIGURE-H 11

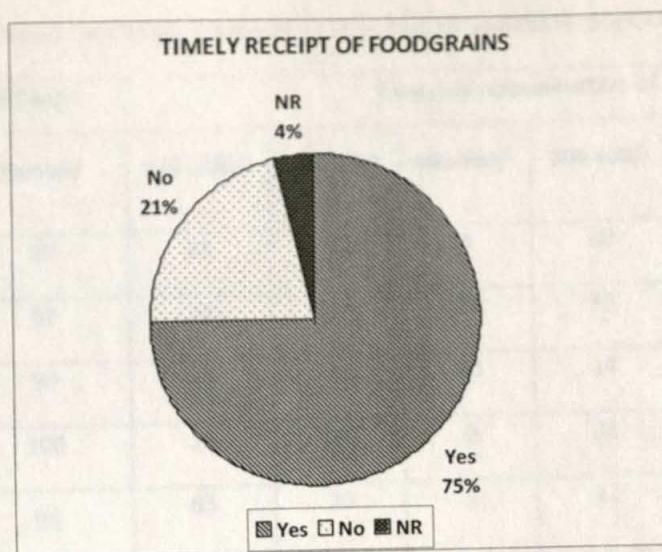


TABLE-H 13

DETAILS ON VEGETABLE PROCUREMENT FOR MDMS IN SURVEYED SCHOOLS

Districts	Existence of Kitchen garden in school			Students asked to bring raw vegetables from home to school		
	Yes	No	NR	Yes	No	NR
Jalpaiguri	2	118	0	1	117	2
Malda	0	120	0	9	111	0
Murshidabad	9	109	2	3	116	1
Bankura	1	113	6	1	112	7
South 24 Parganas	2	116	2	5	114	1
Total school	14	576	10	19	570	11
(600)	(2.3%)	(96%)	(1.7%)	(3.2%)	(95%)	(1.8%)

96% of head teachers say that their schools do not have kitchen garden. 95% of schools have reported that the students are not asked to bring raw vegetables as a contribution to MDMS (Table-H 13). 3.2% of schools ask their students to bring raw vegetables (for e.g. 9 schools of Malda district and 5 schools in South 24 Parganas). The head teachers, assistant teachers and SHGs mainly shoulder the responsibility of going to the market for buying vegetables and other cooking ingredients. To a lesser extent VEC members and few guardians come forward to help. Cooks/helpers help moderately in this regard.

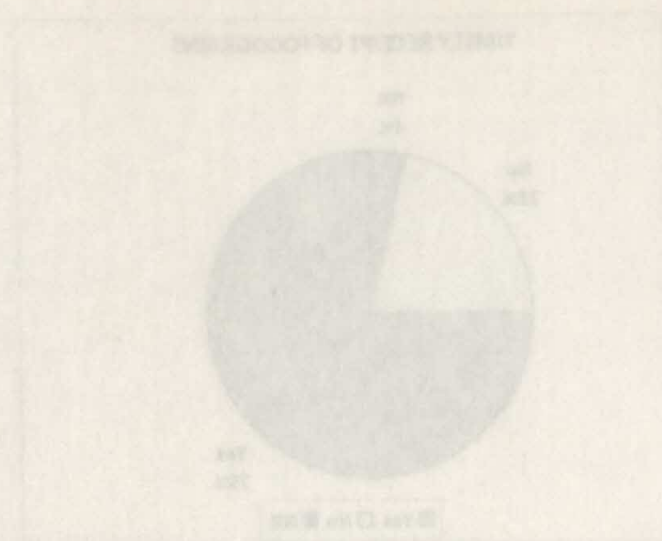


TABLE 13
DETAILS ON VEGETABLE PROCUREMENT FOR SCHOOLS IN SURVIVED SCHOOLS

District	Existence of Kitchen Garden		Vegetables from home to school		Students asked to bring raw	
	Yes	No	Yes	No	Yes	No
Adams	1	118	0	117	1	117
Alameda	0	130	0	130	0	130
Albany	0	150	0	150	0	150
Albany	1	113	1	112	1	112
Albany	2	116	2	114	2	112
Albany	14	278	10	268	12	266
Total	(230)	(688)	(12)	(656)	(12)	(656)

36% of total teachers say that their schools do not have kitchen gardens. 35% of schools have reported that the students are not asked to bring raw vegetables as a contribution to school meals. 13% of schools and 10% of students are asked to bring raw vegetables. For 9 schools of Adams district and 3 schools of Albany district. The first teachers, assistant teachers and SHS mainly kitchen garden vegetables. To the market for buying vegetables and other cooking ingredients. To a lesser extent VEC members and housewives come forward to help. Cooks help in this regard.

TABLE-H 14.1

DETAILS ON COOKS ENGAGED FOR MDMS IN SURVEYED SCHOOLS

Districts	Percentage of Cooks		Monthly remuneration of Cooks (Rs)						Total school
	Male	Female	200 -300/-	300-400/-	400-500/-	500-600/-	>600/-	NR	
Jalpaiguri	1	99	21	6	4	62	23	4	120
Malda	3	97	23	8	20	37	5	27	120
Murshidabad	1	99	33	28	10	14	15	20	120
Bankura	0	100	21	3	0	81	7	8	120
South 24 Parganas	5	95	63	20	8	12	5	12	120
Total	1	99	161 (26.8%)	65 (10.8%)	42 (7%)	206 (34.3%)	55 (9.2%)	71 (11.9%)	600

Cooking staff for MDM is mostly woman and it is the members from SHGs who mostly do the mid-day meal cooking for the children (Table-H 14.1). Local cooks are also sometimes engaged in districts of South 24 Parganas, Murshidabad and Malda. Head teachers have reported that only few mothers devote their time in cooking the meal. Even the responsibility taken by the VEC members is minimum. Cooks are generally engaged by VEC and Panchayat members. Occasionally it is done by head teachers and assistant teachers as well. The head teachers directly and regularly pay salary to the cooks. In cases where such payment is not done by the head teachers themselves, it is made either through the members from VEC, Panchayat Samiti or MDM managing committee. 34.3% of head teachers declare that the remuneration of the cooks lie within the range of Rs 500-600/- as against 26.8% of head teachers who say that cooks get a salary between Rs 200-300/-. However there are 23 schools in Jalpaiguri and 15 schools in Murshidabad where cooks get paid more than their stipulated amount of Rs600/- along with few other schools in the remaining districts.

TABLE-H 14.2

DETAILS ON PERSONS INVOLVED IN DISTRIBUTION OF MDM TO STUDENTS IN SURVEYED SCHOOLS

Districts	Persons involved in distribution of MDM to students					
	Head teacher	Assistant teacher	Cook	Helper to Cook	Mother	Student
Jalpaiguri	20	42	88	50	6	5
Malda	8	17	84	65	3	1
Murshidabad	28	37	97	40	7	18
Bankura	25	25	79	63	8	2
South 24 Parganas	38	52	103	58	10	7
Total school	119	173	451	276	34	33

Apart from the cooks and helpers, head teachers, assistant teachers, even the students are occasionally involved in distribution of the cooked meal (Table-H 14.2). Mother's participation in the distribution of cooked meal is noticeably more compared to their role in cooking it.

TABLE-H 15.1

DETAILS ON MDMS AS A PROCESS IN SURVEYED SCHOOLS

Districts	No. of days per week MDM given to students				Time of giving MDM to students					
	Four	Five	Six	NR	Before school starts	After first period	After second period	Tiffin break	After school closes	NR
Jalpaiguri	1	116	3	0	0	0	0	96	23	1
Malda	0	111	8	1	0	0	5	99	15	1
Murshidabad	0	88	32	0	0	0	0	113	7	0
Bankura	3	73	36	8	0	0	0	109	5	6
South 24 Parganas	2	92	26	0	0	0	0	113	7	0
Total school (600)	6 (1%)	480 (80%)	105 (17.5%)	9 (1.5%)	0	0	5 (0.8%)	530 (88.3%)	57 (9.5%)	8 (1.4%)

Head teachers of 480 schools (80%) declare that mid-day meal is given to the students for 5 days a week as is observed from Table-H 15.1. However in 105 schools, the students get their meals for 6 days a week. 6 schools (3 in Bankura, 2 in South 24 Parganas and 1 in Jalpaiguri) provide MDM for 4 days per week. Meals are generally given during tiffin break. However, 5 schools in Malda serve the meal at the end of second period. In 57 schools (9.5%), students get MDM after completion of all the classes.

TABLE-H 15.2

DETAILS ON MDMS AS A PROCESS IN SURVEYED SCHOOLS

Districts	Time needed for distribution & consumption of MDM					Appropriate time for giving MDM to students				
	30-40 mins	40-50 mins	50mins-1 hour	> 1 hour	NR	Before school starts	After second period	Tiffin break	After school closes	NR
Jalpaiguri	43	41	25	7	4	0	0	81	23	16
Malda	53	33	23	10	1	2	1	90	19	8
Murshidabad	78	21	15	6	0	0	0	101	7	12
Bankura	76	14	19	5	6	0	0	102	1	17
South 24 Parganas	57	36	16	11	1	4	0	98	8	10
Total school	307	145	98	39	12	6	1	472	58	63
(600)	(51.2%)	(24.2%)	(16.1%)	(6.5%)	(2%)	(1%)	(0.16%)	(78.7%)	(9.7%)	(10.4%)

Reportedly the time required for distribution and consumption of MDM is 30-50 minutes (Table-H 15.2). The required time span for 98 schools is 50 minutes to 1 hour. 39 schools require greater than 1 hour to complete the feeding programme. 78.7% of head teachers have preferred the tiffin break as the ideal time for the students to have the meal. 9.7 % of head teachers prefer to run the scheme after all the classes are over. 6 schools (1%) have indicated that they prefer the meals to be served before the school starts for the day.

TABLE-H 15.3

DETAILS ON PROVISION OF MDM DURING VACATION IN SURVEYED SCHOOLS

Districts	Continuation of MDMS during vacation			Provision of MDM in drought affected areas during summer vacation or during any natural calamity			Provision of additional item in MDM during special festivals		
	Yes	No	NR	Yes	No	NR	Yes	No	NR
Jalpaiguri	2	114	4	4	109	7	46	68	6
Malda	7	112	1	3	116	1	13	105	2
Murshidabad	9	111	0	7	112	1	52	66	2
Bankura	0	114	6	11	98	11	52	59	9
South 24 Parganas	11	109	0	11	108	1	56	64	0
Total school	29	560	11	36	543	21	219	362	19
(600)	(4.83%)	(93.3%)	(1.9%)	(6%)	(90.5%)	(3.5%)	(36.5%)	(60.33%)	(3.16%)

93.3% of head teachers say that the Mid-Day Meal Scheme is not continued in their schools during vacation (Table-H 15.3). 29 other schools (4.8%) make arrangements for providing nutritional support to its children during vacation. 90.5% head teachers affirm that MDM is not given to the students in drought-affected areas during summer vacation or during any natural calamity. 6% of head teachers say that MDM is provided to students in schools located in drought-affected areas. In 219 schools (36.5%), additional food items are provided to students during special festivals. 362 schools do not make any provision of such kind.

TABLE-H 15.4

TASTING OF MID-DAY MEAL BY HEAD TEACHER/ASSISTANT TEACHERS BEFORE SERVING

Jalpaiguri	95	21	4
Malda	84	32	4
Murshidabad	108	11	1
Bankura	84	27	9
South 24 Parganas	105	14	1
Total school	476	105	19
(600)	(79.33%)	(17.5%)	(3.16%)

In 476 schools (79.33%), meals are actually tasted by the teachers before it is served to the students (Table-H 15.5), which ensures that wholesome and quality meal is served to the students. This is not the case with 105 schools (17.5%).

TABLE-H 16.1

DETAILS ON STUDENTS TAKING COOKED MDM IN SURVEYED SCHOOLS

Districts	All students taking cooked MDM		
	Yes	No	NR
Jalpaiguri	110	9	1
Malda	108	10	2
Murshidabad	104	16	0
Bankura	110	5	5
South 24 Parganas	105	13	2
Total school	537	53	10
(600)	(89.5%)	(8.8%)	(1.7%)

93.8% of head teachers say that the Mid-Day Meal Scheme is not continued in their schools during vacation (Table H 12.3). 29 other schools (4.8%) make arrangements for providing nutritious supper to its children during vacation. 90.3% head teachers affirm that MDM is not given to the students in drought-affected areas during summer vacation or during any natural calamity. 6% of head teachers say that MDM is provided to students in schools located in drought-affected areas. In 219 schools (36.5%), additional food items are provided to students during special festivals. 202 schools do not make any provision of such food.

TABLE H 12.4

LASTING OF MID-DAY MEAL BY HEAD TEACHER/ASSISTANT TEACHER BEFORE SERVING

Madhya Pradesh	92	21	4
Maharashtra	84	32	4
Mizoram	108	11	1
Bihar	84	23	9
South 24 Parganas	105	14	1
Total schools	436	104	19
(90.3%)	(23.5%)	(23.5%)	(4.8%)

In 436 schools (72.3%), meals are actually tasted by the teachers before it is served to the students (Table H 12.4). 13% of head teachers say that whole some and quality meal is served to the students. 11% is not the case with 219 schools (36.5%).

TABLE H 12.5

DETAILS ON STUDENTS TASTING COOKED MDM IN SURVEYED SCHOOLS

Districts	All students tasting cooked MDM		
	Yes	No	Nil
Madhya Pradesh	138	9	2
Maharashtra	122	10	1
Mizoram	104	10	0
Bihar	110	2	2
South 24 Parganas	102	11	1
Total schools	552	22	10
(90.3%)	(8.5%)	(4.2%)	(1.7%)

FIGURE-H 12

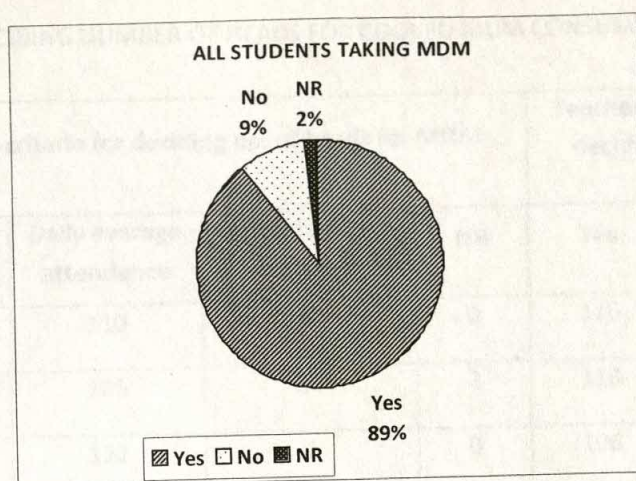


TABLE-H 16.1.1

DETAILS ON STUDENTS TAKING COOKED MDM IN SURVEYED SCHOOLS

Districts	Percentage of students not taking cooked MDM				
	Btw 10%	10-20%	20-40%	>50%	NR
Jalpaiguri	6	2	0	1	0
Malda	7	3	0	0	0
Murshidabad	15	1	0	0	0
Bankura	4	1	0	0	0
South 24 Parganas	9	2	0	0	2
Total school (53)	41	9	0	1	2

Mid-Day Meal Scheme revolves around school children. The programme aims to provide adequate nutritious food to the children in order to address the problem of classroom hunger and also to improve the teaching-learning process in the schools. But 8.8 % of head teachers say that all students do not take mid-day meal (Table-H 16.1). The percentage of students not taking MDM is mostly within 20% (Table-H 16.1.1). However, in one school in Jalpaiguri, 50% of students do not take MDM. Reasons cited by the head teachers are poor quality food grains, community meal not being preferred by the students, parents dissuading the wards from taking the meal because of caste issues related to cooks. Also students coming from well-to-do families bring their own tiffins and avoid MDM.

TABLE-H 16.2

DETAILS ON CRITERIA FOR DECIDING NUMBER OF HEADS FOR COOKED MDM CONSUMPTION IN SURVEYED SCHOOLS

Districts	Selection criteria for deciding no. of heads for MDM				Teachers taking responsibility in deciding the no. of heads for MDM		
	Enrolment	Daily average attendance	Attendance on a particular day	NR	Yes	No	NR
Jalpaiguri	0	110	10	0	116	2	2
Malda	2	105	11	2	110	10	0
Murshidabad	7	112	1	0	106	13	1
Bankura	5	101	8	6	111	2	7
South 24 Parganas	3	110	5	2	116	2	2
Total school	17	538	35	10	559	29	12
(600)	(2.8%)	(89.7%)	(5.8%)	(1.7%)	(93.2%)	(4.8%)	(2%)

Head teachers along with assistant teachers take the responsibility of deciding the number of heads for the mid-day meal (Table-H 16.2). The decision is maximally taken on the basis of the average daily attendance of students in the schools (538). In some schools (17), the number of heads is fixed on total enrolment. Attendance of students on a particular day is also taken into account in 35 schools.

TABLE-H 16.3

PLACE & SEATING ARRANGEMENT OF STUDENTS DURING MDM CONSUMPTION IN SURVEYED SCHOOLS

Districts	Place of taking MDM in school					Seating arrangement of students				
	Classroom	Playground of school	Outside classroom (other than playground)	Other	NR	Student sit together	Student sit class wise	Boys & Girls sit separately	Other	NR
Jalpaiguri	9	55	55	1	0	91	25	4	0	0
Malda	7	39	61	12	1	80	31	9	0	0
Murshidabad	34	34	42	8	2	96	17	0	7	0
Bankura	23	13	59	20	5	106	4	1	3	6
South 24 Parganas	55	4	55	5	1	95	24	1	0	0
Total school	128	145	272	46	9	468	101	15	10	6
(600)	(21.3%)	(24.2%)	(45.3%)	(7.7%)	(1.5%)	(78%)	(16.8%)	(2.5%)	(1.7%)	(1.%)

TABLE-H-15.1

DETAILS ON CRITERIA FOR DECIDING NUMBER OF HEADS FOR COOKED FOOD CONSUMPTION IN SUBURBAN SCHOOL

District	Enrollment	Daily average attendance	Attendance on a particular day	NR	Teacher taking responsibility in deciding the no. of heads for cooked food	
					Yes	No
Jaipur	0	110	10	0	100	0
Bikaner	1	105	11	1	100	0
Munirabad	7	113	1	0	100	1
Banswara	2	101	8	0	113	0
South Jaipur	3	210	3	0	100	0
Pilani	17	238	32	10	880	32
Total school	(538)	(3270)	(734)	(170)	(10013)	(458)

Head teachers along with school for teachers take the responsibility of deciding the number of heads for the cooked food. The decision is mainly taken on the basis of the average daily attendance of students in the school (Table H-15.1). The number of heads is fixed on the basis of enrollment, attendance of students and previous day is also taken into account in 33 schools.

TABLE-H-15.2

PLACE & SEATING ARRANGEMENT OF STUDENTS DURING BREAK CONSUMPTION IN SUBURBAN SCHOOLS

District	Classroom	Physical arrangement of school	Canteen (area from playground)	NR	Student seating arrangement		Break arrangement of students	
					Yes	No	Yes	No
Jaipur	0	10	21	0	0	0	0	0
Bikaner	1	10	02	1	0	0	0	0
Munirabad	30	14	10	0	0	0	0	0
Banswara	13	13	02	0	0	0	0	0
South Jaipur	23	4	02	1	0	0	0	0
Pilani	120	100	100	0	0	0	0	0
Total school	(10138)	(12438)	(6238)	(170)	(0)	(0)	(0)	(0)

None of the surveyed schools have separate eating areas for students. Students eat on the playground in 145 schools and outside the classroom in 272 schools (Table-H 16.3). In 128 schools, students eat in the classroom itself. 78% of head teachers say that all students sit together and enjoy their meal. In 101 schools, students are made to sit classwise for the above purpose.

FIGURE-H 13

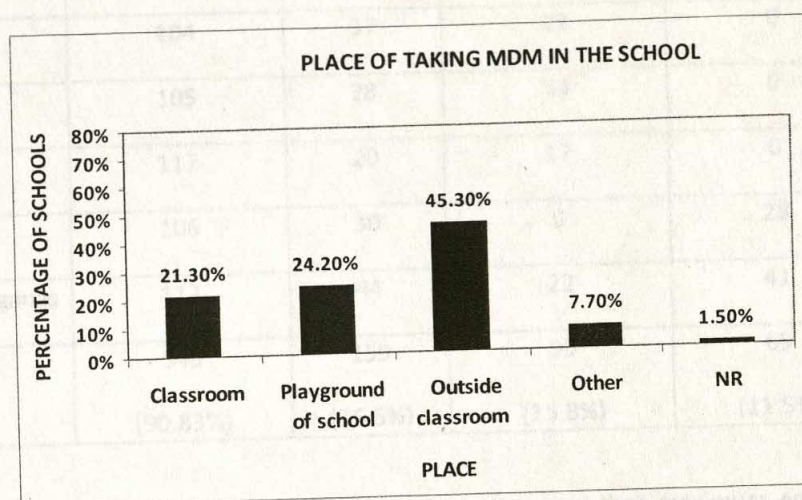


TABLE-H16.4

WASHING OF HANDS BY STUDENTS BEFORE TAKING MDM

Districts	Yes	No	NR
Jalpaiguri	115	2	3
Malda	114	2	4
Murshidabad	120	0	0
Bankura	115	0	5
South 24 Parganas	108	2	10
Total school	572	6	22
(600)	(95.3%)	(1%)	(3.7%)

95.3% of head teachers say that students wash their hands before taking their mid-day meals (Table-H 16.4).

hand of the surveyed schools have separate eating areas for students. Students eat on the playground in 145 schools and outside the classroom in 273 schools (Table H-18.3). In 128 schools, students eat in the classroom itself. 18% of head teachers say that all students sit together and enjoy their meal. In 101 schools, students are made to sit separately for the above purpose.

FIGURE H-18

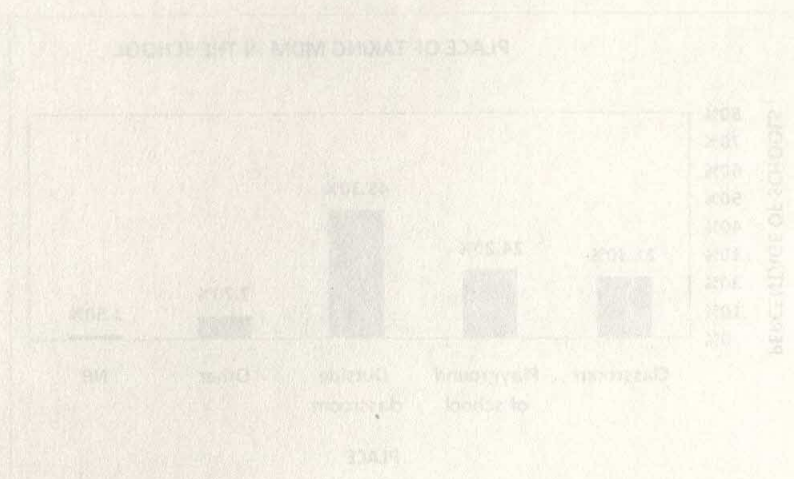


TABLE-H18.4

WASHING OF HANDS BY STUDENTS BEFORE TAKING MEAL

District	Yes	No	Total
Jalpaiguri	112	2	114
Malda	114	2	116
Murshidabad	120	0	120
Bankura	112	0	112
South 24 Parganas	108	2	110
Total school	573	6	579
(600)	(100.0%)	(1.0%)	(101.0%)

85.8% of head teachers say that students wash their hands before taking their mid-day meal (Table H-18.4).

TABLE-H 17.1

FACTORS STRESSED WHILE SELECTING FOOD ITEMS FOR MDM

Districts	Nutritious value	Taste	Easy availability	Variation in menu	NR
Jalpaiguri	104	37	22	0	0
Malda	105	28	34	0	5
Murshidabad	117	20	17	0	0
Bankura	106	30	0	28	5
South 24 Parganas	113	44	22	41	0
Total schools	545	159	95	69	10
(out of 600)	(90.83%)	(26.5%)	(15.8%)	(11.5%)	(1.66%)

For selecting food items for MDM, 545 (90.83 %) head teachers say that maximum emphasis is given on the nutritional aspect of the food (Table-H 17.1). 159 (26.5%) head teachers put emphasis on the taste of the cooked food. 95 (15.8%) head teachers decide the menu depending on the food materials, which are easily available in the local market. Variation in lunch menu is stressed on by 69 (11.5%) head teachers to sustain the interest of the students.

FIGURE-H 14

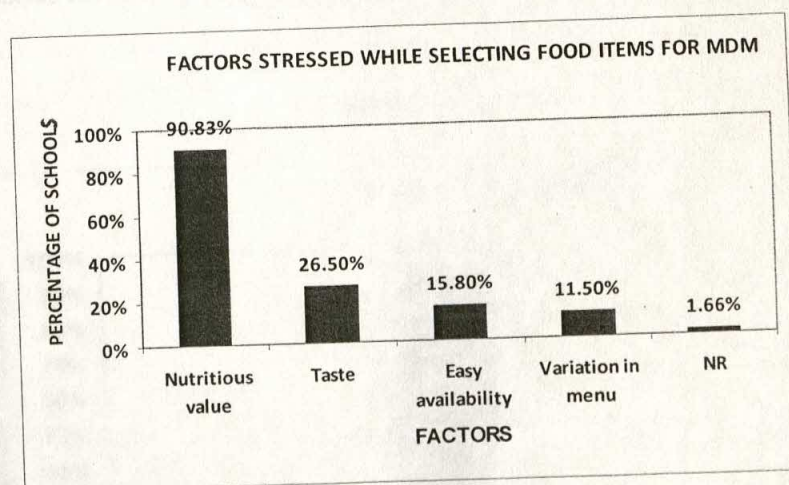


TABLE H-17.1

FACTORS STRESSED WHILE SELECTING FOOD ITEMS FOR MDIA

District	Nutrition value	Taste	Easy availability	Variation in menu	NR
Tripunagar	101	37	52	0	0
Mei	105	38	34	0	2
Mei	113	50	17	0	0
Bongu	106	30	0	28	2
South 34 Pongosa	112	44	12	41	0
Total scores	540	159	95	69	10
(out of 600)	(90.0%)	(26.5%)	(15.8%)	(11.5%)	(1.66%)

For selecting food items for MDIA, 645 (90.8%) hard teachers say that maximum stress is given on the nutritional aspect of the food (Table H-17.1). 129 (58.2%) hard teachers put emphasis on the taste of the food. 92 (32.8%) hard teachers focus the menu depending on the food materials which are easily available in the local market. Variation in lunch menu is stressed on by 69 (11.5%) hard teachers to sustain the interest of the students.

FIGURE H-18

FACTORS STRESSED WHILE SELECTING FOOD ITEMS FOR MDIA

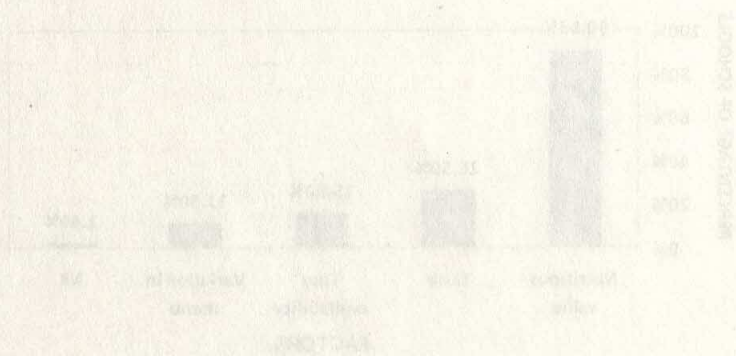


TABLE-H 17.2

DETAILS ON FOOD ITEMS SERVED DURING MDM

Districts	Same menu for students		
	Yes	No	NR
Jalpaiguri	3	117	0
Malda	6	112	2
Murshidabad	10	108	2
Bankura	3	113	4
South 24 Parganas	5	113	2
Total school (600)	27 (4.5%)	563 (93.8%)	10 (1.7%)

563 schools (93.8%) have reported that they change the lunch menu on a regular basis [Table-H 17.2]. Head teachers in most of the schools decide the menu. Sometimes the assistant teachers also decide the menu.

FIGURE-H 15

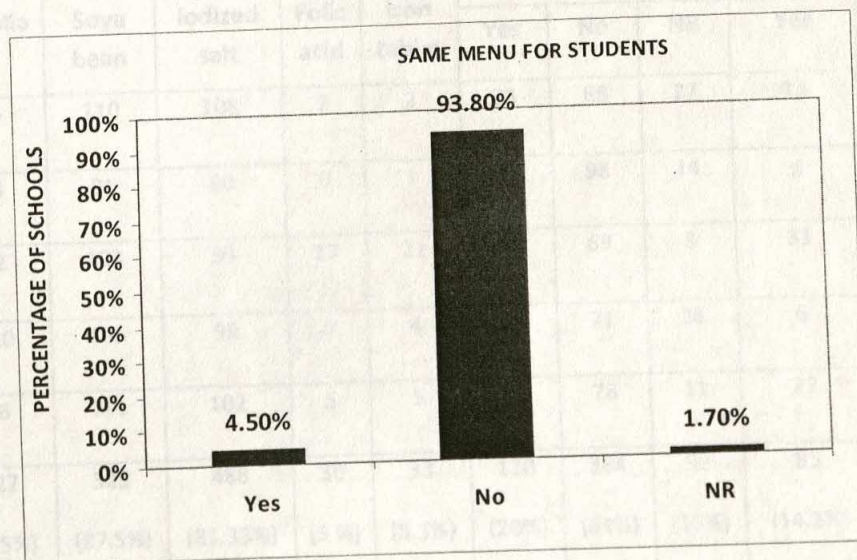


TABLE H-13

DETAILS ON FOOD ITEM SERVED DURING LUNCH

District	Served menu for students		
	Yes	No	NR
Albuquerque	8	117	0
Alameda	6	112	2
Alamogordo	10	108	2
Bernalillo	3	113	4
Doña Ana	2	112	1
Pima	27	563	10
Total school	(4.2%)	(95.8%)	(1.7%)

563 schools (95.8%) have reported that they change the lunch menu on a regular basis (Table H-13). Eighty percent of the schools serve the menu. Sometimes the restaurant location also decides the menu.

FIGURE H-13

SERVE MENU FOR STUDENTS

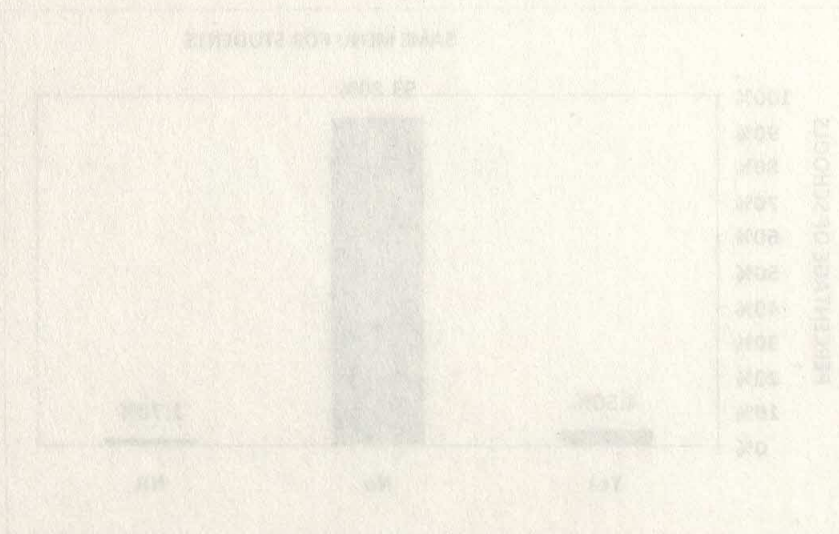


TABLE-H 17.3

DETAILS ON FOOD ITEMS SERVED DURING MDM

Districts	Food items provided to students								
	Rice	Lentil/Dal	Egg	Fruit	Bread	Vegetable	Meat	Fish	NR
Jalpaiguri	118	116	114	6	0	116	45	70	0
Malda	119	115	119	3	0	116	44	42	1
Murshidabad	119	119	119	1	0	102	51	41	0
Bankura	106	106	101	3	0	105	85	51	5
South 24 Parganas	118	114	114	8	2	113	63	65	0
Total schools (out of 600)	580 (96.66%)	570 (95%)	567 (94.5%)	21 (3.5%)	2	552 (92%)	288 (48%)	269 (44.83%)	6

Food items that are supplied to the students are rice, dal, vegetables (leafy and others). Nutritional value of the meal is enhanced by providing eggs to the students. Provision of meat and fish to the students takes place in a smaller number of schools. Fruits are rarely given to the students (Table-H 17.3).

TABLE-H 17.4

DETAILS ON PROVISION OF SUPPLEMENTARY FOOD ITEMS, MEDICINES DURING MDM

Districts	Supplementary food items provided to students					Supply of Vitamin A			Supply of De-worming medicine		
	Dahlia	Soya bean	Iodized salt	Folic acid	Iron tablet	Yes	No	NR	Yes	No	NR
Jalpaiguri	5	110	108	2	2	25	68	27	13	71	36
Malda	4	91	80	0	1	8	98	14	8	94	18
Murshidabad	2	108	99	17	21	43	69	8	31	74	15
Bankura	10	105	99	6	4	13	71	36	6	70	44
South 24 Parganas	6	111	102	5	5	31	78	11	27	78	15
Total school (out of 600)	27 (45%)	525 (87.5%)	488 (81.33%)	30 (5 %)	33 (5.5%)	120 (20%)	384 (64%)	96 (16%)	85 (14.2%)	387 (64.5%)	128 (21.3%)

Iodized salts are used for cooking in 81.33% of the schools. Soyabean is provided to students in 87.5% of schools. Provision of Dahlia in some schools (27) is also reported (Table-H 17.4). However, administration of health supplements like Vitamin A, and supply of de-worming medicines to students is quite insignificant with comparatively best results in Murshidabad district, which is still on the lower side. These micronutrients are mostly supplied by local health organizations. No definite responses have been obtained from the head teachers on average calorific intake of children and also on the protein content in the food provided to the children per meal.

TABLE -H 18

REACTION OF STUDENTS AFTER HAVING COOKED MDM IN SURVEYED SCHOOLS

Districts	Happy	Satisfied	Not satisfied	NR
Jalpaiguri	78	38	1	3
Malda	52	64	4	0
Murshidabad	72	46	1	1
Bankura	89	26	0	5
South 24 Parganas	72	47	1	0
Total school (600)	363 (60.5%)	221 (36.83%)	7 (1.2%)	9 (1.5%)

60.5% of head teachers say that the students feel very happy and content after having the meal while 36.83% say that the students are satisfied (Table-H 18). Head teachers in 7 schools (4 in Malda, 1 in Jalpaiguri and 1 in South 24 Parganas), have reported that the students are not satisfied with MDM.

FIGURE-H 16

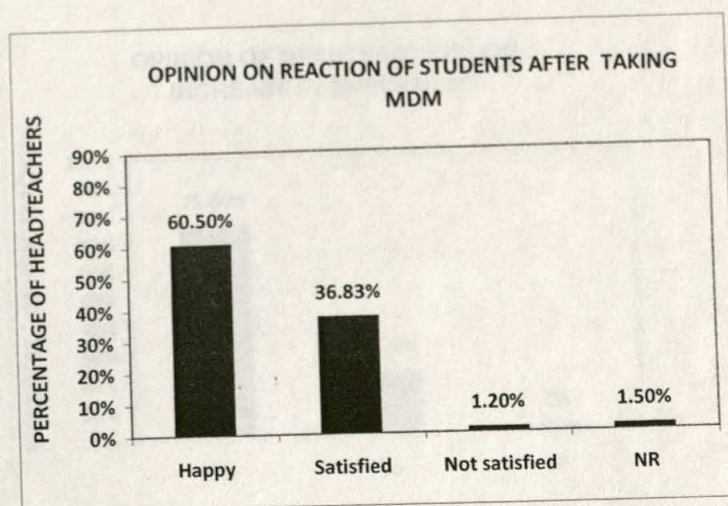


TABLE 1.1: Summary of the data for the four groups

Group	Mean	Standard Deviation	Sample Size
Control	1.00	0.80	15
Low Dose	1.50	0.70	15
Medium Dose	2.00	0.60	15
High Dose	2.50	0.50	15

The data in Table 1.1 are the means and standard deviations for the four groups. The sample size for each group is 15. The data are normally distributed and the variances are equal.

TABLE 1.2: Summary of the data for the four groups

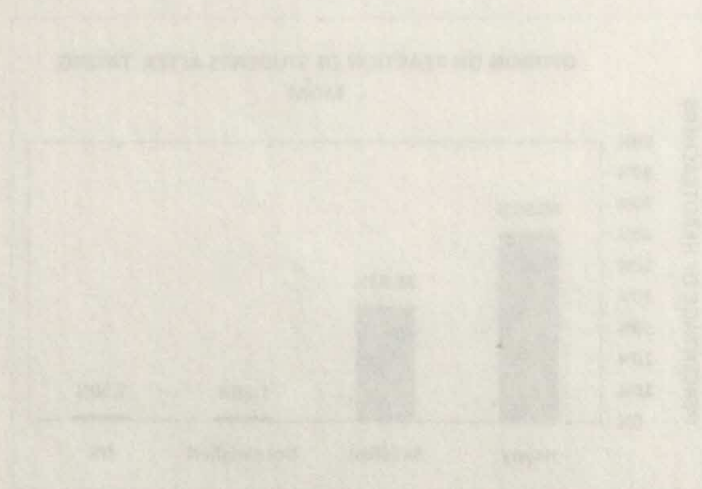


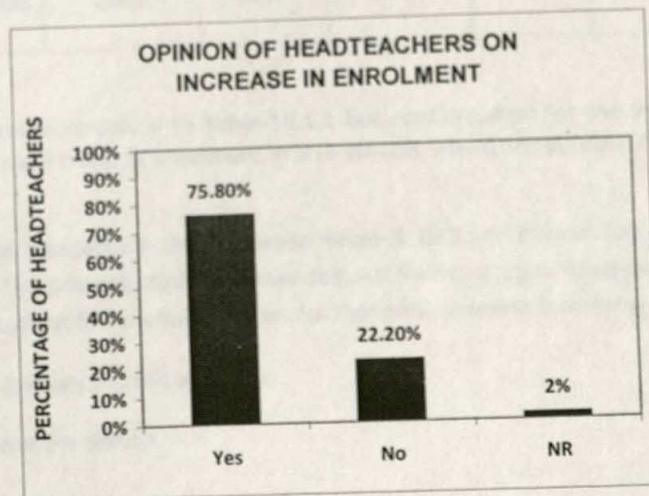
TABLE -H 19.1

IMPACT OF MDMS ON ENROLMENT OF STUDENTS IN SURVEYED SCHOOLS

Districts	Increase in Enrolment			Percentage of increase in enrolment (in the 455 schools)				
	Yes	No	NR	Btw 10%	10- 20%	20- 40%	>50%	NR
Jalpaiguri	80	36	4	21	30	20	5	4
Malda	92	27	1	38	34	11	3	5
Murshidabad	92	27	1	32	41	13	3	3
Bankura	97	17	6	39	34	13	10	1
South 24 Parganas	94	26	0	39	29	20	6	0
Total school (600)	455 (75.8%)	133 (22.2%)	12 (2%)	169	168	77	27	14

75.8% of head teachers reported that the enrolment of students has definitely increased as a result of the MDM scheme (Table-H 19.1). The percentage of increase in enrolment is between 10% in 169 schools, 10-20% in 168 schools and 20-40% in 77 schools. In 27 schools (with 10 schools in Bankura) enrolment has increased by over 50%. However, 22.2% of head teachers have reported that no increase was observed.

FIGURE-H 17



IMPACT OF MEANS ON ENROLLMENT OF STUDENTS IN SURVEYED SCHOOLS

District	Increase in Enrollment					Percentage of Increase in Enrollment (in the 452 schools)				
	Yes	No	NA	Not Known	Not Known	10- 20%	20- 40%	40- 60%	>60%	NA
Jalpaiguri	80	38	4			21	30	40%	5	4
Malda	91	27	1			36	24	41%	1	2
Murshidabad	91	27	1			31	41	41%	3	3
Bansbaria	97	17	6			59	34	15	10	4
South 24 Parganas	94	26	0			39	23	20	6	6
Total school	452	134	12			103	103	103	27	24
(60%)	(28.8%)	(23.2%)	(2%)							

12.5% of head teachers reported that the enrollment of students has declined as a result of the 2011-12 scheme (Table H.10.1). The percentage of increase in enrollment is between 20% to 40% school, 10-20% in 10 schools and 10-20% in 77 schools (with 10 schools in Bansbaria) enrollment has increased by more than 40%. However, 22.5% of head teachers have reported that no increase was observed.

FIGURE H.12

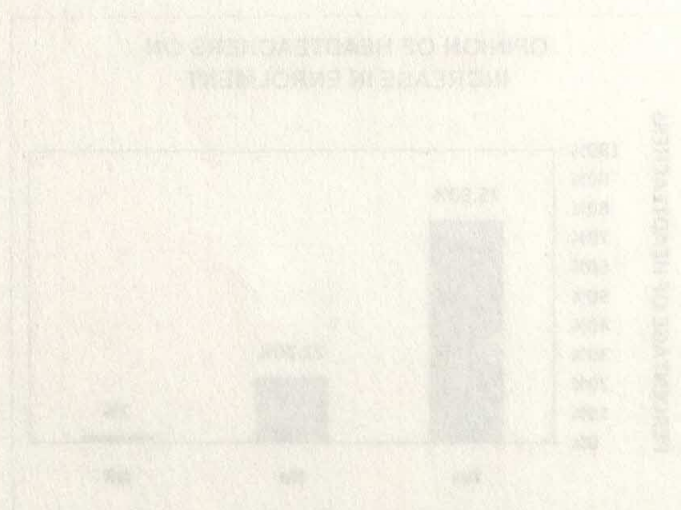


TABLE –H 19.1.1

DETAILS OF ENROLMENT IN SURVEYED SCHOOLS

Districts	Year of inception of MDMS	Year wise enrolment of students				
		2002-03	2003-04	2004-05	2005-06	2006-07
Jalpaiguri	2004	4586	4667	4611	4181	4150
Malda	2004	2420	3469	4420	4420	4820
Murshidabad	2004	1614	1625	1450	1382	1387
Bankura	2004	1713	1816	1822	1813	1779
South 24 Parganas	2004	13092	12392	12739	12020	11886

Table-H 19.1.1 shows the enrolment figures in 140 schools (out of 600 surveyed schools) as supplied by the head teachers. Head teachers have reported that the MDM Scheme started in these schools in 2004. Considering 2004 as the base year, a down ward trend in the enrolment pattern is observed.

TABLE –H 19.1.2

DETAILS OF ENROLMENT IN SURVEYED SCHOOLS

Districts	Year of inception of MDMS	Year wise enrolment of students				
		2002-03	2003-04	2004-05	2005-06	2006-07
Jalpaiguri	2005	6940	7077	6994	7037	7093
Malda	2005	10620	12181	13320	13731	13343
Murshidabad	2005	11412	11715	16784	11674	11472
Bankura	2005	4161	4626	4516	4733	4708
South 24 Parganas	2005	2197	2437	2734	2843	2715

Table-H 19.1.2 is identical in structure to Table-19.1.1 but contains data for the year 2005. Head teachers have reported a similar downward trend in enrolment in 234 schools where MDM came into operation in 2005 (also see Table-H 3).

There seems to be some mismatch in data between Table-H 19.1 and data in Tables- H 19.1.1 & H 19.1.2 which cannot be explained in the present study and may require further probe. However, the report prepared by DIET South 24 Parganas pointed out few probable factors for decline in enrolment which are stated below:

1. Increase in number of primary schools and SSKs.
2. Decrease in population of the district.

TABLE 4-12.1.1

DETAILS OF ENROLLMENT IN SURVEYED SCHOOLS

District	Year of Initiation of Survey	2002-03	2003-04	2004-05	2005-06	2006-07
Unpublished	2004	4266	4607	4611	4181	4750
Males	2004	1420	1560	1610	1610	1810
Unpublished	2004	1881	1652	1410	1282	1127
Girls	2004	1113	1818	1822	1810	1729
South 24 Parganas	2004	13023	12302	12339	12020	11860

Table 4-12.1.1 shows the enrollment figures in 147 schools (out of 600 surveyed schools) as supplied by the head teachers. Head teachers have reported that the initial scheme started in these schools in 2004. Considering 2004 the base year, a downward trend in the enrollment pattern is discerned.

TABLE 4-12.1.2

DETAILS OF ENROLLMENT IN SURVEYED SCHOOLS

District	Year of Initiation of Survey	2002-03	2003-04	2004-05	2005-06	2006-07
Unpublished	2002	6230	7007	6894	7065	7093
Males	2002	10610	12181	12310	12141	12348
Unpublished	2002	11412	11712	12184	11944	12201
Girls	2002	4181	4628	4516	4722	4702
South 24 Parganas	2002	2197	1440	1424	1842	2712

Table 4-12.1.2 is identical to the one in Table 4-12.1.1 but contains data for the year 2002. Head teachers reported a downward trend in enrollment in 2004 schools where NHE came into operation in 2002 (Table 4-12.1.2).

There seems to be some variation in data between Table 4-12.1.1 and Table 4-12.1.2. It is to be noted that the data in the present study are not reliable further down. However, the report prepared by the South 24 Parganas District and the report in the table for the year 2002 are not reliable.

2. Increase in number of primary schools and staff.

3. Decrease in population of the district.

Graphical representation of status of enrolment in 5 districts is given below:

FIGURE-H 18

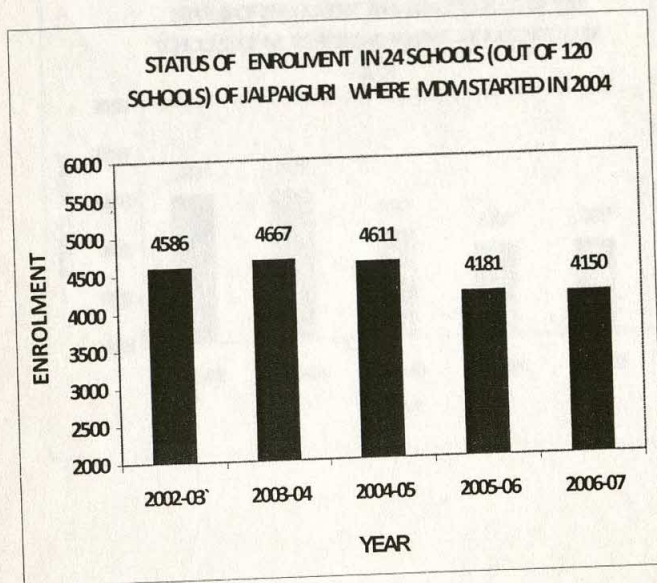


FIGURE-H 19

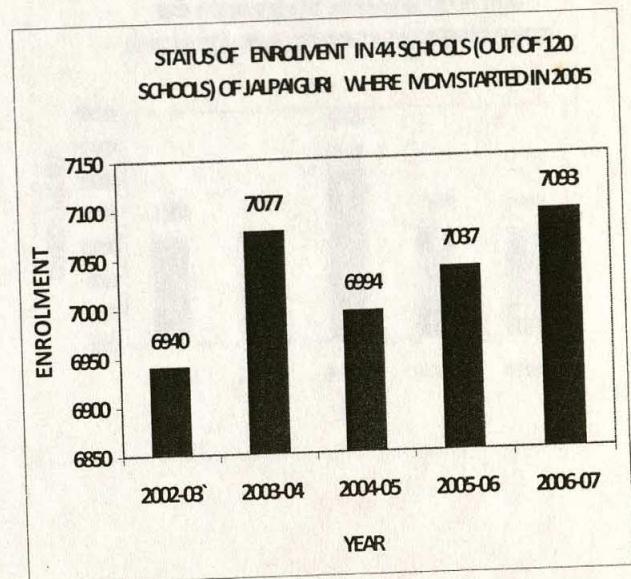


FIGURE-H 20

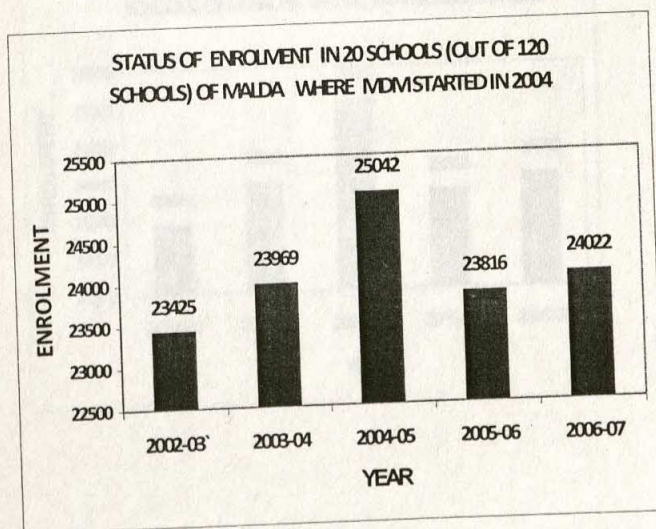


FIGURE-H 21

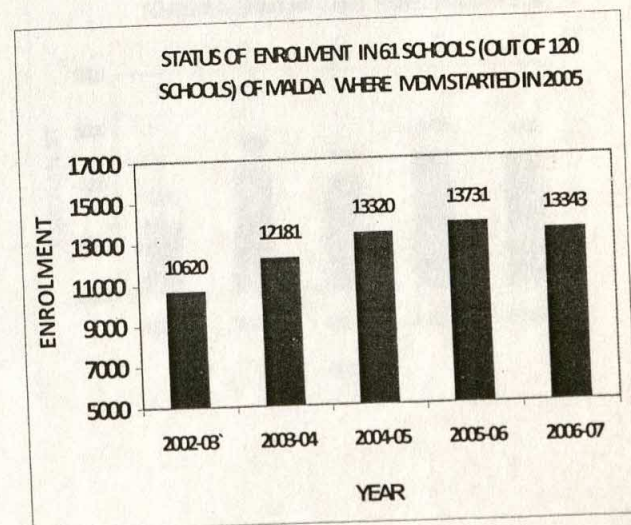


FIGURE 11-9

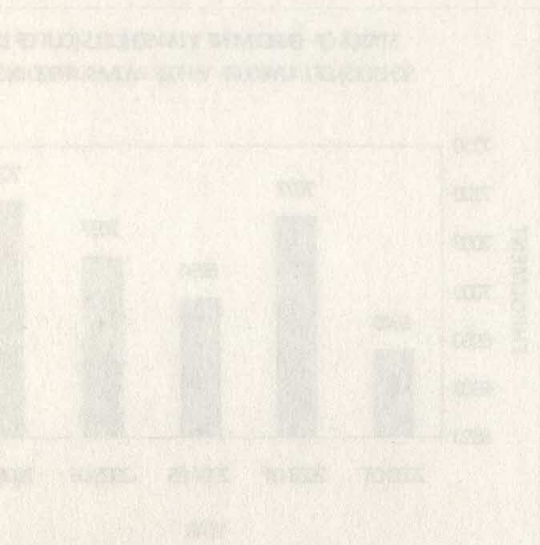


FIGURE 11-10



FIGURE 11-11



FIGURE 11-12

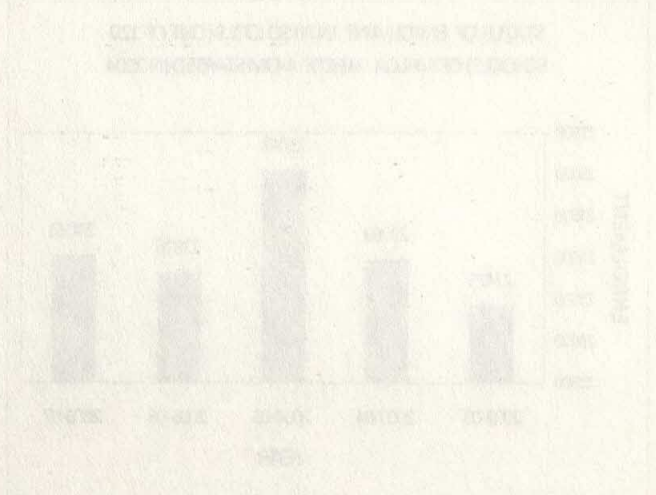


FIGURE-H 22

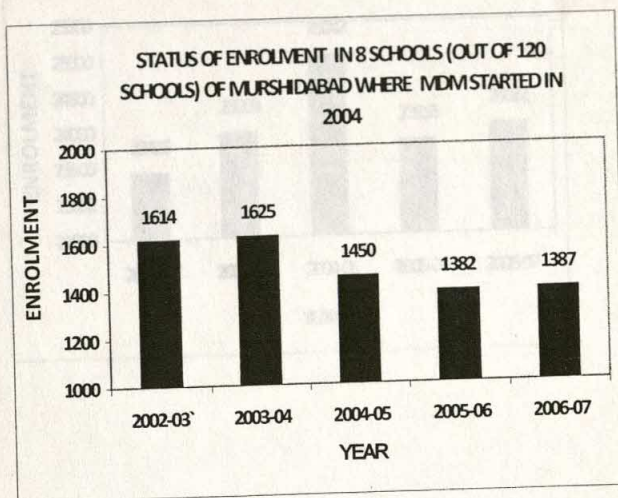


FIGURE-H 23

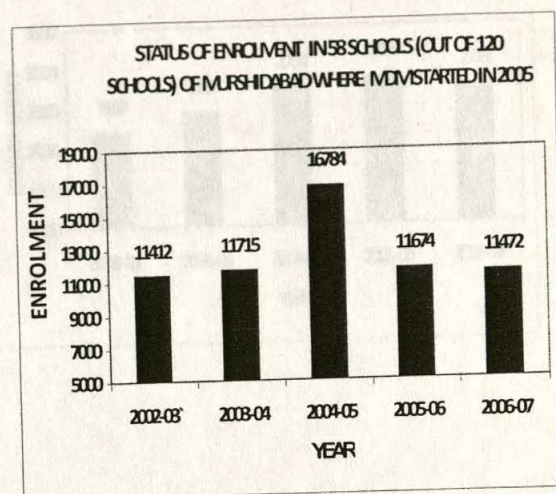


FIGURE-H 24

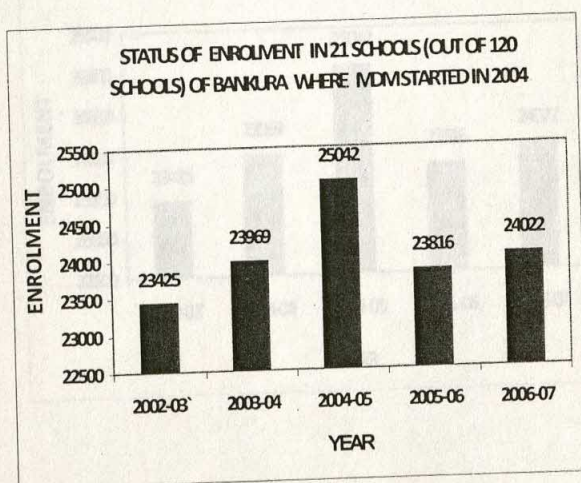


FIGURE-H 25

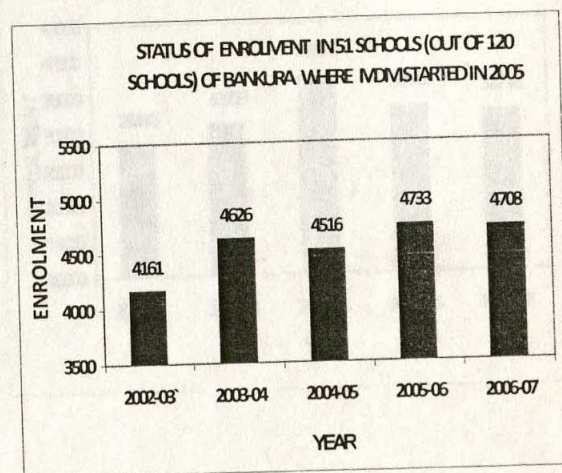




FIGURE 12



FIGURE 13

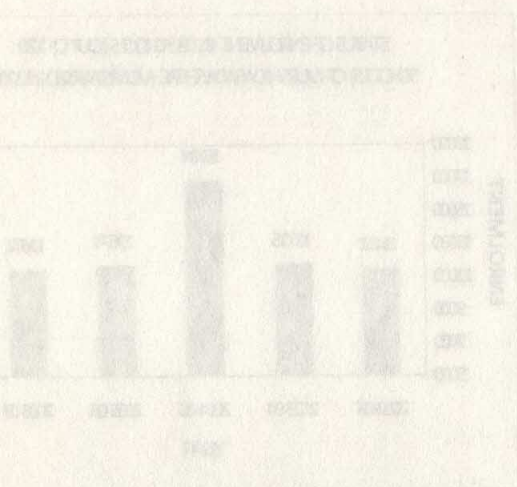


FIGURE 14

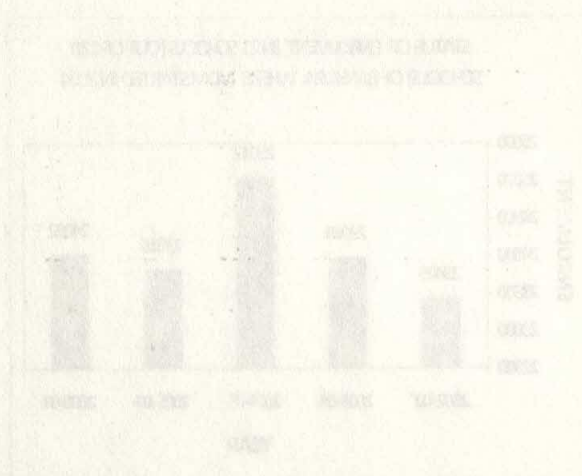


FIGURE 15

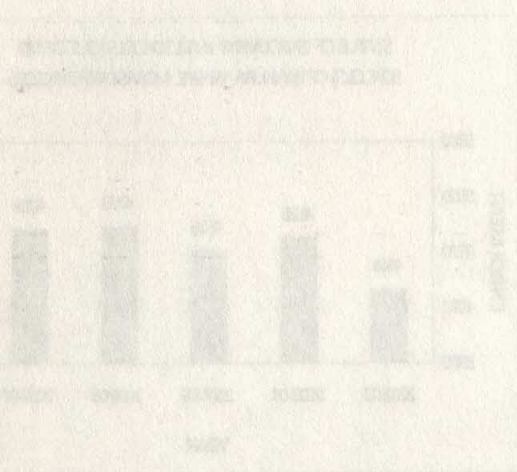


FIGURE-H 26

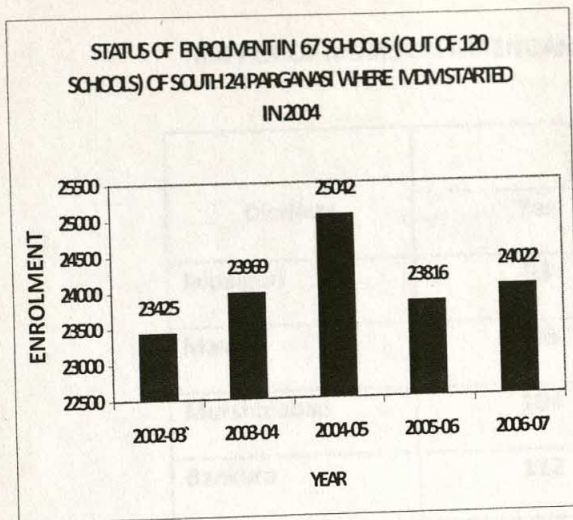


FIGURE-H 27

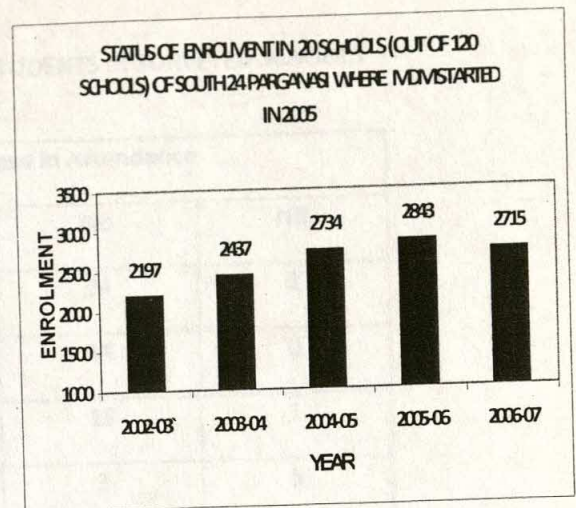


FIGURE-H 28

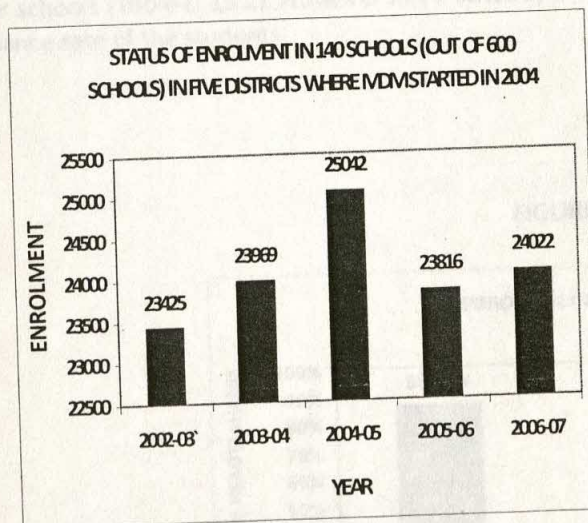


FIGURE-H 29

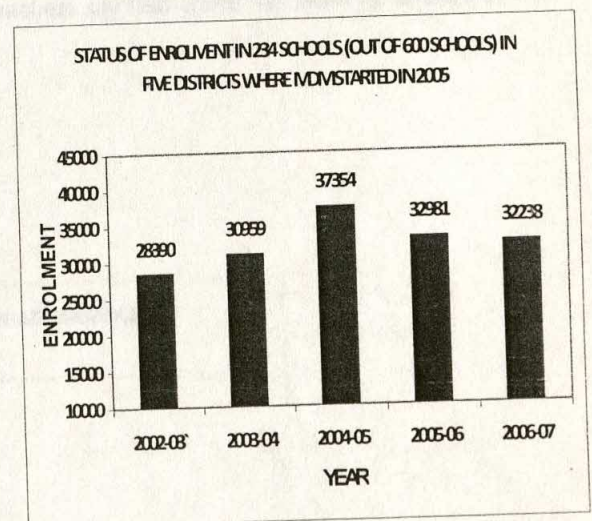


FIGURE H-11

PERCENTAGE OF TOTAL
POPULATION WITH ACCESS TO
WATER



FIGURE H-12

PERCENT OF TOTAL
POPULATION WITH ACCESS TO
WATER



FIGURE H-13

PERCENT OF TOTAL
POPULATION WITH ACCESS TO
WATER

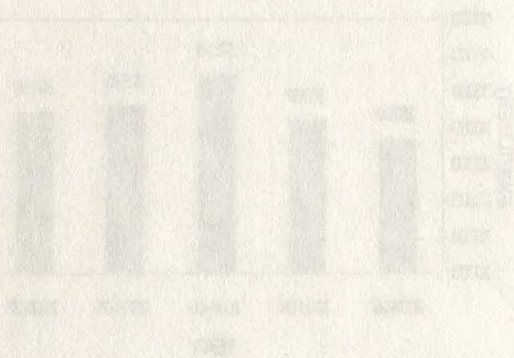


FIGURE H-14

PERCENT OF TOTAL
POPULATION WITH ACCESS TO
WATER



TABLE -H 19.2

IMPACT OF MDMS ON ATTENDANCE OF STUDENTS IN SURVEYED SCHOOLS

Districts	Increase in Attendance		
	Yes	No	NR
Jalpaiguri	93	24	3
Malda	106	14	0
Murshidabad	104	15	1
Bankura	112	3	5
South 24 Parganas	104	15	1
Total school (600)	519 (86.5%)	71 (11.83%)	10 (1.7%)

86.5% of head teachers report that MDM scheme has been quite effective in promoting attendance on a daily basis in their schools (Table-H 19.2). However in 71 schools, the head teachers say that there has been no change in the attendance rate of the students.

FIGURE-H 30

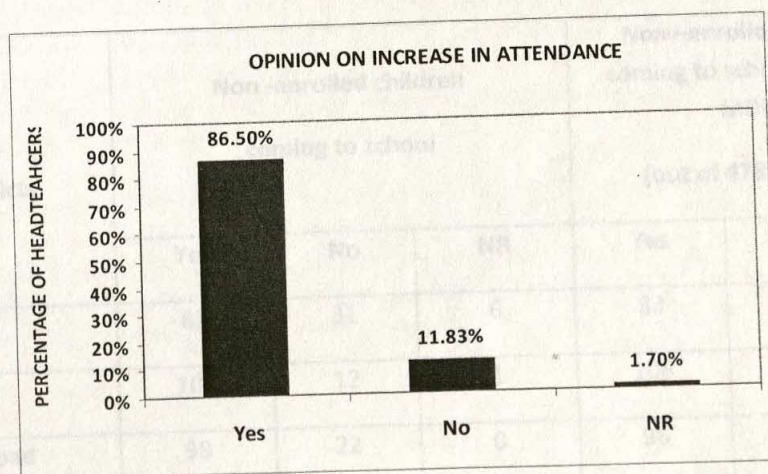


TABLE H-12.3

IMPACT OF MDM ON ATTENDANCE OF STUDENTS IN SURVEYED SCHOOLS

District	Increase in Attendance		
	Yes	No	Net
Jalpaiguri	93	23	3
Malda	108	14	0
Mukshikabad	104	12	1
Bankura	112	3	2
South 24 Parganas	104	12	1
Total school	519	51	10
(60%)	(86.36%)	(11.33%)	(1.70%)

86.3% of head teachers report that MDM scheme has been quite effective in promoting attendance on a daily basis in their schools (Table H-12.3). However, in 71 schools, the head teachers say that there has been no change in the attendance rate of the students.

FIGURE H-30

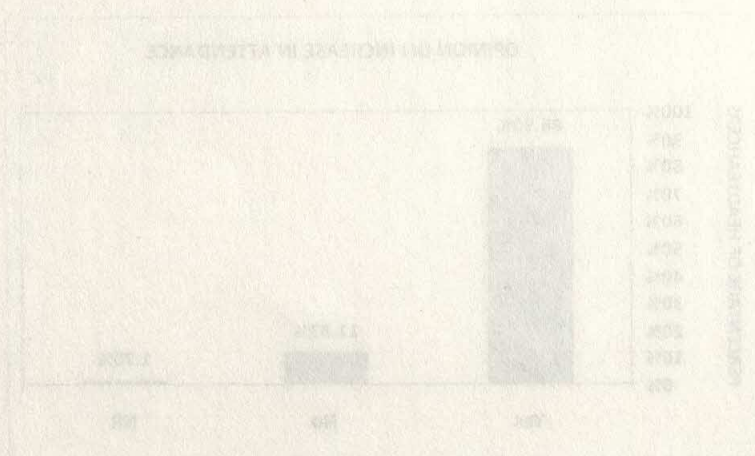


TABLE-H 20.1

CHANGE IN ATTITUDE OF CHILDREN BELONGING TO THE ECONOMICALLY DISADVANTAGED SECTIONS REGARDING COMING TO SCHOOL

Districts	Yes	No	NR
Jalpaiguri	111	7	2
Malda	110	8	2
Murshidabad	113	5	2
Bankura	114	1	5
South 24 Parganas	109	10	1
Total school	557	31	12
(600)	(92.8%)	(5.2%)	(2%)

92.8% of head teachers say that there has definitely been a positive change in the attitude of children belonging to the economically disadvantaged sections regarding regular school attendance following the implementation of MDM Scheme in the schools (Table-H 20.1). Students are now more eager to come to schools. The head teachers have asserted that regular mid-day meals have certainly lifted the spirits of the children.

TABLE-H 20.2

DETAILS OF NON-ENROLLED CHILDREN (BELOW 5 YEARS) REGARDING COMING TO SCHOOL

Districts	Non -enrolled children coming to school			Non -enrolled children coming to school & taking MDM (out of 478 schools)		
	Yes	No	NR	Yes	No	NR
Jalpaiguri	83	31	6	83	0	0
Malda	107	12	1	106	1	0
Murshidabad	98	22	0	96	2	0
Bankura	107	8	5	103	4	0
South 24 Parganas	83	34	3	81	2	0
Total school	478	107	15	469	9	0
	(79.7%)	(17.8%)	(2.5%)	(98.1%)	(1.9%)	

TABLE 4-20.2

COMING TO SCHOOL

District	Yes		No	
	Yes	No	Yes	No
Jaipur	111	7	1	2
Jaipur	110	8	1	2
Munirabad	113	2	2	2
Banera	114	1	2	2
South 24 Parganas	105	10	1	1
Total school	557	31	12	12
(500)	(60.5%)	(6.2%)	(1.2%)	(1.2%)

81.8% of head teachers say that there has definitely been a positive change in the attitude of children belonging to the economically disadvantaged section, regarding regular school attendance following the implementation of the scheme in the schools (Table 4-20.1). Students are now more eager to come to school. The head teachers also asserted that regular and on-time have certain benefits for the children.

TABLE 4-20.3

DETAILS ON NON-ENROLLED CHILDREN (BELOW 5 YEARS) REGARDING COMING TO SCHOOL

District	Non-enrolled children coming to school		Non-enrolled children coming to school during MON		Non-enrolled children coming to school during (last 6-78 school)	
	Yes	No	Yes	No	Yes	No
Jaipur	88	31	8	0	0	0
Jaipur	107	12	1	1	1	1
Munirabad	98	23	9	3	3	3
Banera	107	8	2	1	1	1
South 24 Parganas	88	24	1	1	1	1
Total school	498	107	12	4	4	4
(500)	(17.8%)	(2.2%)	(2.5%)	(0.8%)	(0.8%)	(0.8%)

Non-enrolled (under-age) children regularly come to school along with their elder siblings and have MDM (Table-H 20.2) as reported by 79.7% of head teachers. Head teachers have reported that local people, villagers, parents raise alarms in schools if mid-day meal is not provided to these children.

TABLE -H 21.1

IMPACT OF MDMS ON TEACHING-LEARNING SCENARIO OF SURVEYED SCHOOLS

Districts	Effect of MDMS on student's performance				Disturbance in teaching-learning process		
	Doing well	Same as before	Deterioration	NR	Yes	No	NR
Jalpaiguri	76	31	9	4	33	82	5
Malda	47	45	28	0	52	68	0
Murshidabad	72	39	8	1	41	77	2
Bankura	86	26	2	6	23	89	8
South 24 Parganas	60	43	14	3	44	76	0
Total school	341	184	61	14	193	392	15
(600)	(56.8%)	(30.7%)	(10.2%)	(2.3%)	(32.2%)	(65.33%)	(2.5%)

56.8% of head teachers report that performance of students have improved after the introduction of MDMS (Table-H 21.1). Concentration levels in students have mostly increased. That they no longer remain hungry during school hours is probably an important factor. However, in this context, 30.7% of head teachers also report that there has been no change in the performance of the students. Finally, 10.2% of head teachers actually reported that student's performance in school has deteriorated during MDMS.

32.2% of head teachers assert that MDMS is causing disturbance in the teaching-learning process in schools. The grounds for disturbance as stated by the head teachers are reduction in class hours caused by the teachers' engagement in supervision of MDMS coupled with limitation in their number, indiscipline in classroom during meal, children becoming inattentive in class after the meal, more interest of poor children on meal than on studying, and the coming of underage children to school for having the meal.

TABLE 8-11.1

IMPACT OF MOMS ON TEACHING-LEARNING SCENARIO OF SURVEYED SCHOOLS

District	Effect of MOMS on student's performance			Distance in teaching-learning scenario	
	Doing well before	Deterioration before	Yes	No	NR
Kashmir	18	31	23	82	2
Chandigarh	47	42	52	52	0
Muzaffargarh	73	39	41	57	2
Barisal	88	58	28	69	8
Barisal-24	60	43	3	96	0
Pakistan	342	284	24	193	12
Total school	(28.94%)	(20.71%)	(2.0%)	(15.2%)	(0.9%)

52.82% of head teachers report that performance of students have improved after the introduction of MOMS. Table 8-11.1. Concentration level in students have mostly increased. But they no longer remain happy during school hours as it is an important factor. However, in the context, 50.7% of head teachers and report that there is no change in the performance of the students. Finally, 10.12% of head teachers actually reported that student performance in school has deteriorated during MOMS.

51.24% of head teachers assert that MOMS is causing disturbance in the teaching-learning process in schools. The grounds for disturbance as stated by the head teachers are reduction in class hours caused by the teachers' engagement in supervision of MOMS coupled with limitation in their number. In addition, it is also reported that children becoming inattentive in class after the meal, more interest of some children in meal than on teaching and the coming of under-age children to school for having the meal.

FIGURE-H 31

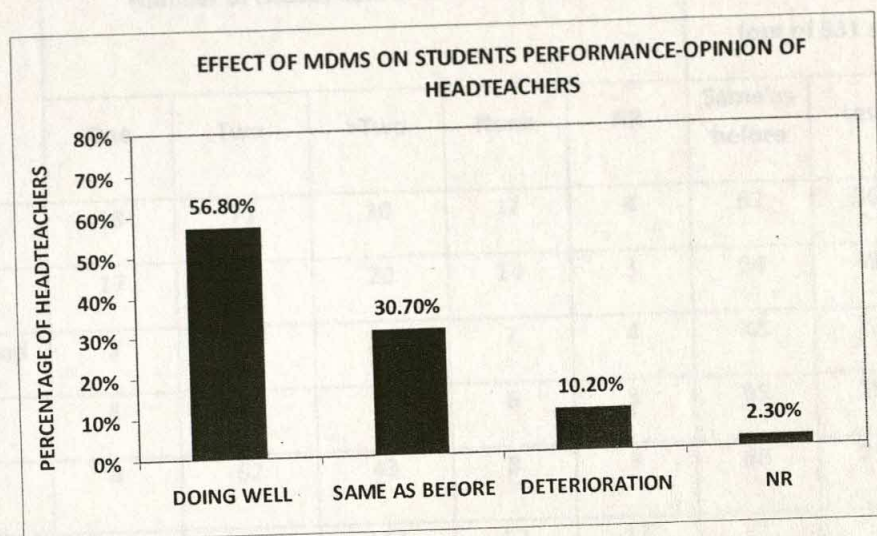


FIGURE-H 32

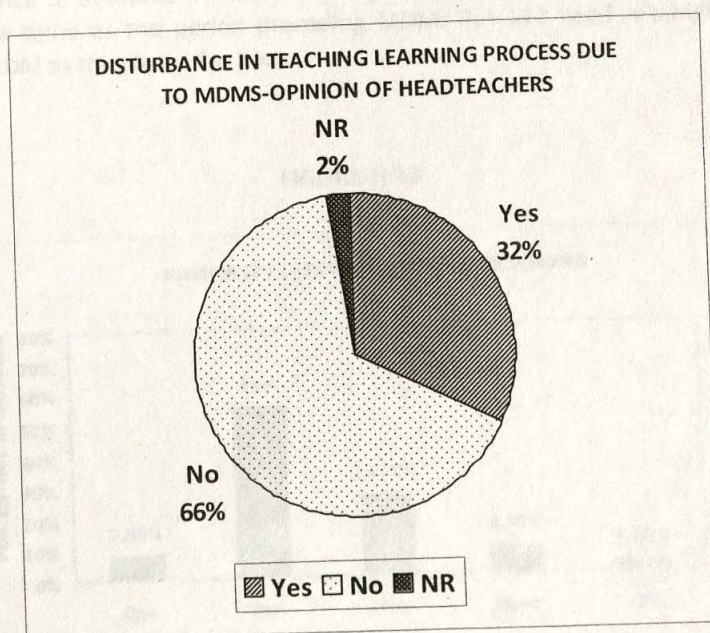


FIGURE H-32



FIGURE H-33

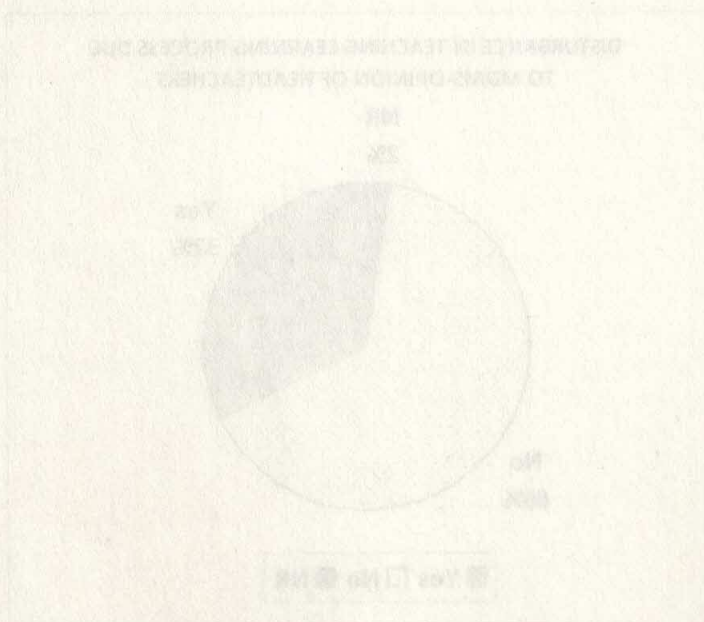


TABLE -H 21.2

DETAILS ON CLASS ROOM TRANSACTIONS AFTER MDMS IN SURVEYED SCHOOLS

Districts	Number of classes held after MDM is over					Attendance of students in class after MDM (out of 531 schools)		
	One	Two	>Two	None	NR	Same as before	Less	NR
Jalpaiguri	18	71	10	17	4	62	36	1
Malda	17	66	20	14	3	54	49	0
Murshidabad	3	48	58	7	4	88	21	0
Bankura	5	83	23	6	3	95	15	1
South 24 Parganas	4	62	43	8	3	88	21	0
Total school (600)	47 (7.8%)	330 (55%)	154 (25.7%)	52 (8.7%)	17 (2.8%)	387	142	2

Head teachers of 531 schools [out of 600 survey schools (including SSKs)] report that classes are held following the mid-day meals in the schools. The number of classes held is shown in the above table (Table-H 21.2). No classes are held in 52 schools after students finish taking MDM.

As regards to the attendance of students in class following mid-day meals, 387 head teachers (out of 531 head teachers) say that it is the same as the period preceding MDM. But 142 head teachers say that attendance of students decreases after MDM as they leave for home.

FIGURE-H 33

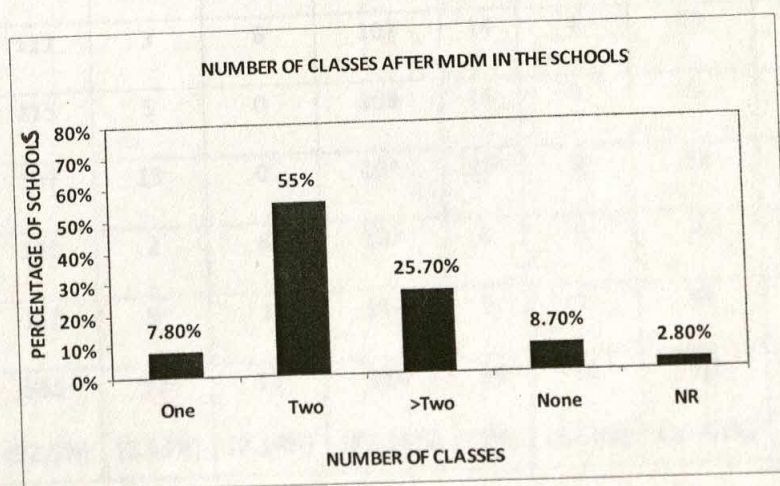


TABLE H-22

DATA ON CLASS ROOM TRAINING TIME AFTER SCHOOL FOR STUDENTS

Category	Number of classes held after school in each						Adjustment of number of classes after school
	One	Two	Three	Four	Five or more	Total	
Elementary	10	11	10	11	4	46	1
White	11	10	10	14	3	48	0
Minority	1	1	0	1	1	4	0
Grade 1-4	2	10	13	6	1	32	1
Grade 5-8	4	1	43	8	1	57	0
Total school	15	22	54	25	6	118	1
2000	(1,941)	(1,520)	(1,514)	(1,730)	(1,381)		

Notes: Data are based on a survey of 231 schools. The number of classes held after school is shown in the table. The number of classes held after school is shown in the table. The number of classes held after school is shown in the table.

As a result of the adjustment, the number of classes held after school is shown in the table. The number of classes held after school is shown in the table. The number of classes held after school is shown in the table.

FIGURE H-22

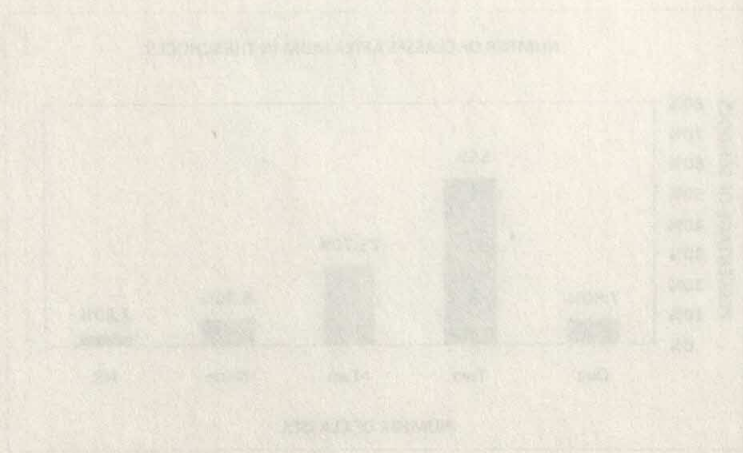


TABLE -H 21.3

DETAILS ON STUDENTS TAKING MDM WITHOUT ATTENDING CLASSES

Districts	Yes	No	NR
Jalpaiguri	8	109	3
Malda	26	94	0
Murshidabad	45	73	2
Bankura	19	95	6
South 24 Parganas	12	105	3
Total school (600)	110 (18.3%)	476 (79.3%)	14 (2.4%)

Head teachers of 110 schools (18.3%) have reported that students come to school only for taking MDM as their interest lies more with having the meal than with learning. However it is very encouraging that, 79.3% of head teachers have reported otherwise (Table-H 21.3). They say that improvement in teaching-learning process in schools is underway as students come to school not only to have the meal but also to study.

TABLE -H 22.1

DETAILS OF TEACHER INVOLVEMENT IN MDMS IN SURVEYED SCHOOLS

Districts	Head teacher obtaining full support from Assistant teachers			Involvement of all Assistant teachers			Teachers taking cooked MDM		
	Yes	No	NR	Yes	No	NR	Yes	No	NR
Jalpaiguri	111	3	6	102	14	4	25	89	6
Malda	115	5	0	109	11	0	5	115	0
Murshidabad	107	13	0	104	16	0	33	86	1
Bankura	112	2	6	107	8	5	4	110	6
South 24 Parganas	110	9	1	114	5	1	34	85	1
Total school (600)	555 (92.5%)	32 (5.33%)	13 (2.16%)	536 (89.33%)	54 (9%)	10 (1.66%)	101 (16.83%)	485 (80.83%)	14 (2.33%)

92.5% of head teachers report that full support from assistant teachers is obtained in the running of MDM Scheme (Table-H 22.1). 89.33% of head teachers responded positively about the active involvement of all teachers in

TABLE - H.11.3

DETAILS OF STUDENTS TAKING MDM WITHOUT AFTERNOON CLASSES

District	No.		Yes	No	NR
	Yes	No			
Jalgaon	8	108	3	0	0
Mahda	28	24	0	0	0
Murshidabad	42	23	0	0	0
Bachus	18	28	0	0	0
South 24 Parganas	23	108	0	0	0
Total school	120	478	3	0	0
(600)	(24.3%)	(79.7%)	(0.5%)	(0.0%)	(0.0%)

Head teachers of 110 schools (18.3%) have reported that students come to school only for taking MDM as their interest was more with having the school than learning. However, it is very interesting that 18.3% of head teachers have reported otherwise (Table H.11.3). They say that involvement in teaching-learning process in school is underway as students come to school not only to have the meal but also to study.

TABLE - H.11.4

DETAILS OF TEACHER INVOLVEMENT IN MDM IN SURVEYED SCHOOLS

District	Head teacher obtaining full support from Assistant teachers			Involvement of all Assistant teachers			Teachers taking MDM		
	Yes	No	NR	Yes	No	NR	Yes	No	NR
Jalgaon	117	3	8	103	14	4	13	30	0
Mahda	118	2	0	108	11	0	2	118	0
Murshidabad	107	13	0	104	16	0	18	24	1
Bachus	112	7	8	103	8	2	4	110	0
South 24 Parganas	110	9	1	114	2	1	24	82	1
Total school	555	31	18	536	54	10	101	452	18
(600)	(92.5%)	(5.2%)	(2.3%)	(89.3%)	(9.0%)	(1.6%)	(16.7%)	(75.7%)	(3.0%)

92.5% of head teachers report that full support from assistant teachers is obtained in the running of MDM in schools. (Table H.11.4). 99.3% of head teachers responded positively about the active involvement of all teachers in

implementation of the scheme. 87% of head teachers claim that discussions are carried out by the teachers on qualitative aspects of the MDM with the students. Discussions are mainly on the nutritious aspect of the food viz., protein content, calorific value of food, importance of balanced diet etc. Health and hygiene aspects like regular cutting of nails, washing of hands and feet with soap, waste disposal procedure etc. also feature in the discussion. 16.83% of head teachers confirm that along with students, teachers also take mid-day meal in the schools.

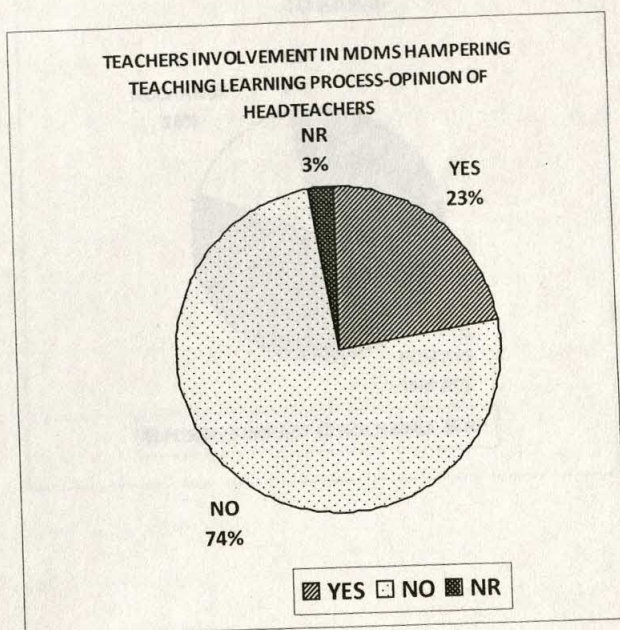
TABLE -H 22.2

TEACHERS INVOLVEMENT IN MDMS HAMPERING TEACHING-LEARNING PROCESS IN SCHOOL

Districts	Yes	No	NR
Jalpaiguri	28	86	6
Malda	35	85	0
Murshidabad	30	89	1
Bankura	14	99	7
South 24 Parganas	28	91	1
Total school (600)	135 (22.5%)	450 (75%)	15 (2.5%)

That teacher's involvement in MDM Scheme is not hampering the process of teaching-learning in schools is reported by 75% of head teachers (Table-H 22.2). On the contrary 22.5% head teachers allege that MDMS is actually disrupting the class room processes as the teachers have to spend too much of time on its supervision. 2.5% of head teachers refrained from answering this survey question.

FIGURE-H 34



implementation of the scheme 87% of head teachers claim that discussions are carried out by the teachers on qualitative aspects of the scheme with the students. Discussions are mainly on the nutritional aspect of the food viz. protein content, caloric value of food, importance of balanced diet etc. Health and hygiene aspects like regular brushing of teeth, washing of hands and feet with soap, waste disposal procedure etc. also feature in the discussion. 10.83% of head teachers confirm that along with students, teachers also take mid-day meal in the school.

TABLE - III.2.1

TEACHERS INVOLVEMENT IN MID DAY MEAL TEACHING LEARNING PROCESS IN SCHOOL

District	Yes	No	NR
Jalpaiguri	28	18	8
Nalanda	35	85	0
Murshidabad	40	80	1
Bardhaman	14	99	7
South 24 Parganas	58	91	1
Total school	135	450	15
(600)	(22.5%)	(75%)	(2.5%)

That teacher's involvement in MDM Scheme is not hampering the process of teaching-learning in school is reported by 52% of head teachers (Table III.2.2). On the contrary, 1.33% head teachers where that MDM is actually hampering the class room processes as the teachers have to spend too much of time on its supervision. 25% of head teachers remained from answering the survey question.

FIGURE - III.2.2

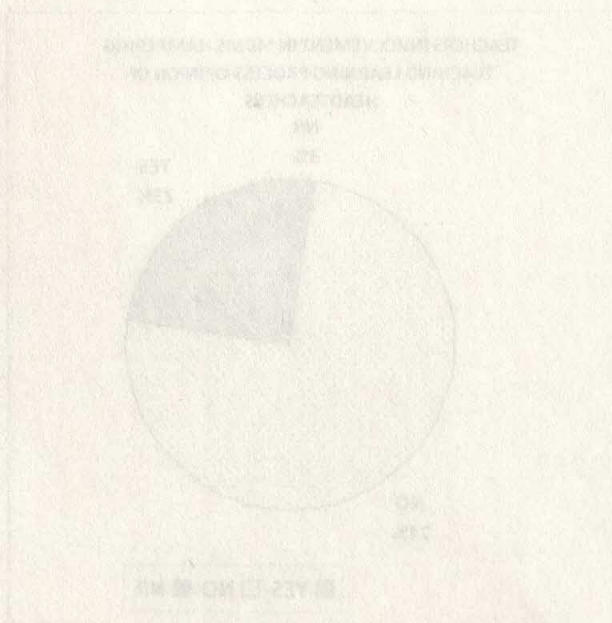


TABLE -H 23.1

DETAILS ON CHANGE IN HEALTH STATUS OF STUDENTS DUE TO MDM INTAKE IN SURVEYED SCHOOLS

Districts	Positive impact	No change in health	NR
Jalpaiguri	104	10	6
Malda	84	35	1
Murshidabad	102	14	4
Bankura	104	9	7
South 24 Parganas	91	28	1
Total school	485	96	19
(600)	(80.8%)	(16%)	(3.2%)

80.8% of head teachers have reported that there has certainly been a positive impact in the health of the students due to partaking of MDM. 16% of head teachers report that there has been no change in the health status of the students (Table-H 23.1).

FIGURE-H 35

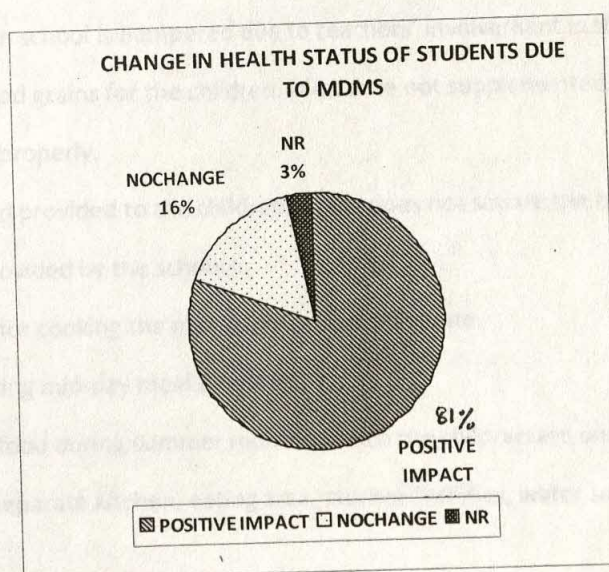


TABLE 4-23

CHANGE IN STUDENT BODY SIZE BY GRADE AND SEX

Grade	Male	Female	Total
1	10	12	22
2	15	18	33
3	20	25	45
4	25	30	55
5	30	35	65
6	35	40	75
7	40	45	85
8	45	50	95
9	50	55	105
10	55	60	115
11	60	65	125
12	65	70	135
Total	420	480	900

NOTE: The data in this table are based on the assumption that the student body size in each grade is proportional to the total student body size. The data in this table are based on the assumption that the student body size in each grade is proportional to the total student body size.

TABLE 4-24

CHANGE IN STUDENT BODY SIZE BY GRADE AND SEX

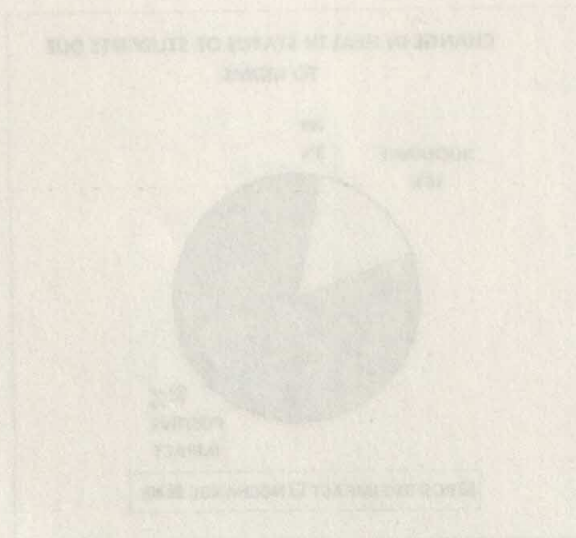


TABLE -H 23.2

PARENTS COMPLAINING ABOUT COOKED MDMS IN SURVEYED SCHOOLS

Districts	Yes	No	NR
Jalpaiguri	16	101	3
Malda	37	80	3
Murshidabad	15	105	0
Bankura	8	106	6
South 24 Parganas	32	88	0
Total school (600)	108 (18%)	480 (80%)	12 (2%)

Table-H 23.2 shows that a large majority of schools (80%) do not report the parents/guardians as having any complaints against the MDMS. However some head teachers (18%) say that parents do have complaints some of which are listed below:

1. Teaching-learning process in school is hampered due to teachers' involvement in the MDM Scheme.
2. Provision of poor quality food grains for the children. Meals are not supplemented with fish, eggs, meat, milk etc. Vegetables are not cooked properly.
3. Inadequate quantity of food provided to the children, which does not satiate the hunger of the children.
4. Plates for eating are not provided by the schools.
5. Number of cooks engaged for cooking the mid-day meal is inadequate.
6. Supervision of children during mid-day meal is lacking.
7. Schools provided very hot food during summer months, which the children are unable to eat.
8. Proper infrastructure like separate kitchen, eating area, storage facilities, water supply, smoke-less chullahs etc is lacking.
9. Apprehension of fire and smoke hazards in schools.
10. Deterioration in parent-teacher relationship.

TABLE-H-23.2

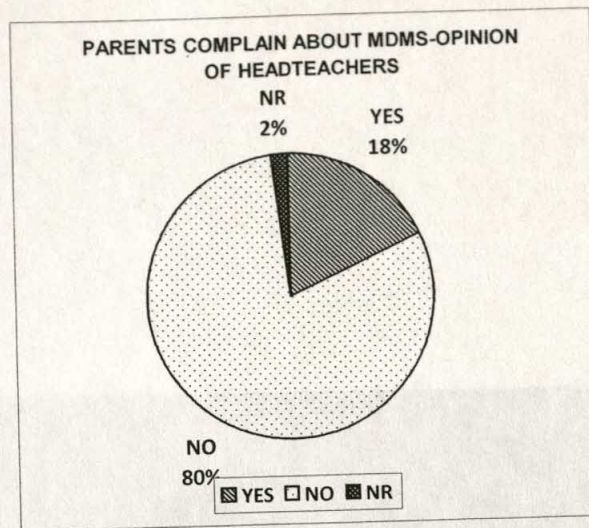
PARENTS COMPLAINING ABOUT COOKED MEALS IN SURVEYED SCHOOLS

District	Yes	No	NR
Jalpaiguri	16	101	3
Malda	37	80	3
Murshidabad	12	102	0
Barisal	8	106	8
South 24 Parganas	31	98	0
Total school	108	489	13
(600)	(18%)	(82%)	(2%)

Table H-23.2 shows that a large majority of schools (80%) do not report the parents/guardians as having any complaints against the meals. However, some head teachers (18%) say that parents do have complaints about the meals which are listed below:

1. Teaching-learning process in school is hampered due to teachers' involvement in the kitchen.
2. Provision of poor quality food grains for the children. Meals are not supplemented with fish, eggs, meat, milk etc. Vegetables are not cooked properly.
3. Inadequate quantity of food provided to the children, which does not satiate the hunger of the children.
4. Plates for eating are not provided by the school.
5. Number of cooks engaged for cooking the mid-day meal is inadequate.
6. Supervision of children during mid-day meal is lacking.
7. Schools provided very hot food during summer months, which the children are unable to eat.
8. Proper infrastructure like separate kitchen, eating area, storage facilities, water supply, smoke-less chimneys etc. is lacking.
9. Aggravation of fire and smoke hazards in school.
10. Deterioration in parent-teacher relationship.

FIGURE-H 36

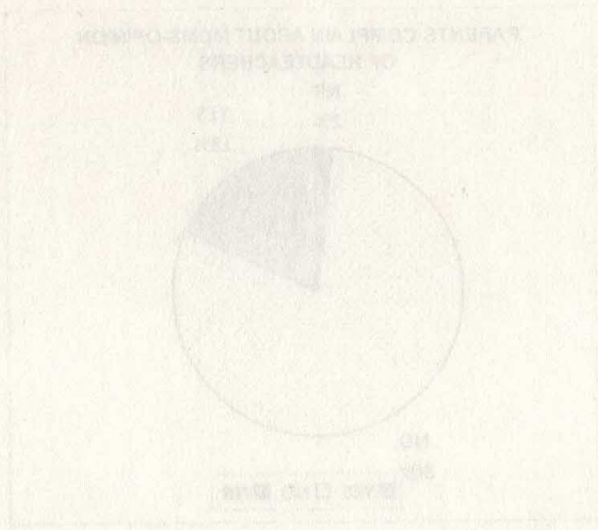


DIFFICULTIES FACED AS REPORTED BY THE HEAD TEACHERS IN CONDUCTING MDM SCHEME

Some of the difficulties as stated by the head teachers in running MDM Scheme are listed below:

- 1) Running of MDMS in school being an additional responsibility, it involves a large amount of work like account keeping, counting of heads for MDM, fixing of menu chart, procuring vegetables/cooking ingredients etc.
- 2) Full support from Community members, Self Help Groups is lacking.
- 3) Coming of underage children for taking mid-day meal in schools. Villagers/local people /parents protest strongly if MDM is not provided to their underage children.
- 4) Chaos and indiscipline in school during and after MDM. Students become unmanageable if mid-day meal is served late.
- 5) Mid-Day Meal cooking has to be done in turns due to paucity of utensils.
- 6) Absence of specific kitchen facilities leads to problems in cooking especially during rainy season.
- 7) Requisitioned amount of food grains not supplied by the ration dealers.
- 8) Fuel scarcity with consequent hike in fuel prices
- 9) Students become inattentive after MDM and want to go home.
- 10) Delay in receipt of MDM fund leads to running of scheme on loan or to temporary stoppage of MDMS.

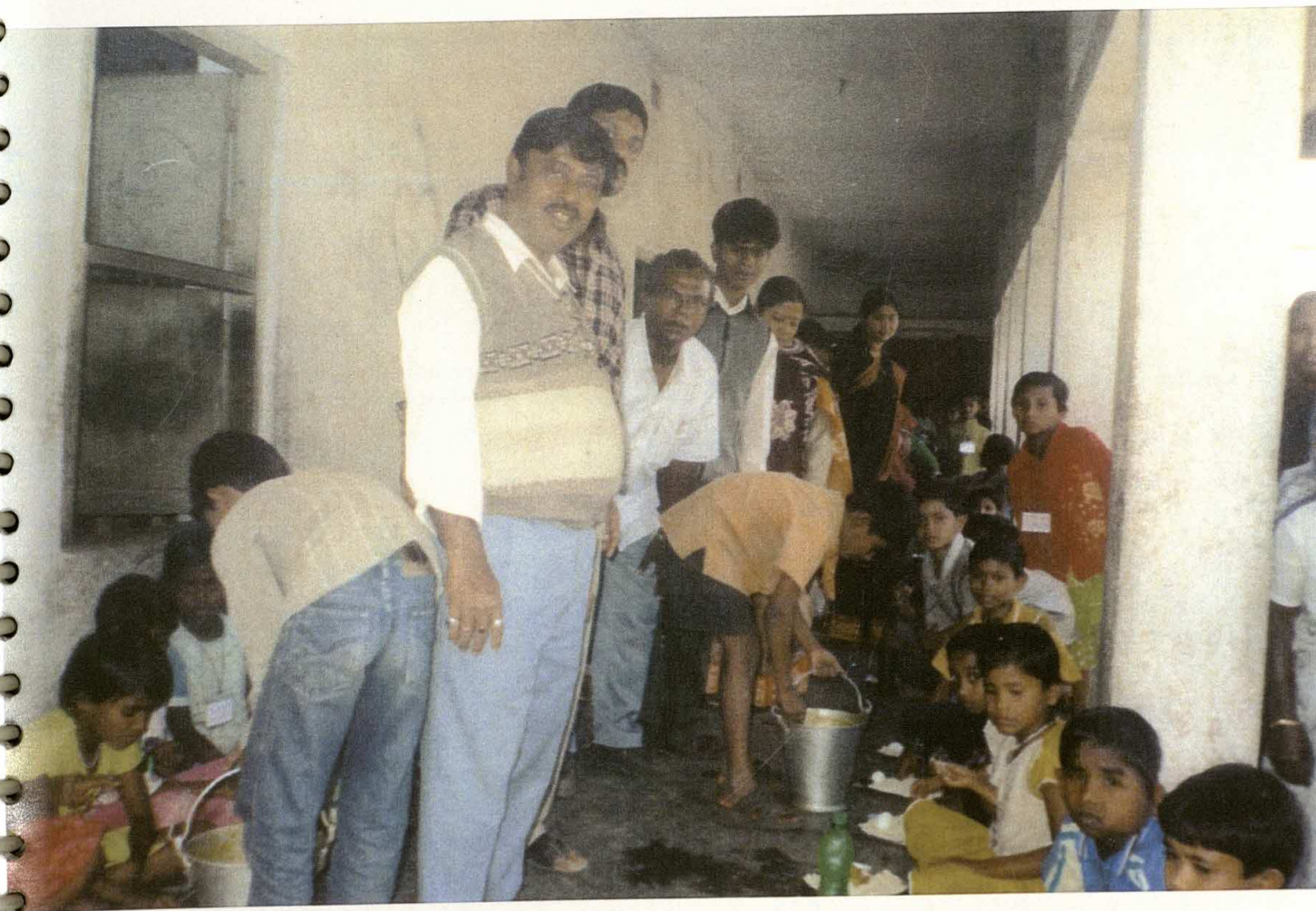
FIGURE H-36



DIFFICULTIES FACED AS REPORTED BY THE HEAD TEACHER IN CONDUCTING MGMT SCHEME

Some of the difficulties as stated by the head teachers in running MGMT scheme are listed below:

- 1) Running of MGMT in school being an additional responsibility. It involves a large amount of work in account keeping, cooking of meals for MDM, buying of menu, preparing vegetable/fruit ingredients etc.
- 2) Full support from community members, self help groups is lacking.
- 3) Coming of underage children for taking mid-day meal in school. Village/local people (parents) bring strength if MDM is not provided to their underage children.
- 4) Clean and discipline in school during and after MDM. Students become unmanageable if mid-day meal is served late.
- 5) Mid-Day Meal cooking has to be done in time due to paucity of facilities.
- 6) Absence of specific kitchen facilities leads to problems in cooking especially during rainy season.
- 7) Insufficient amount of food grains not supplied by the ration dealer.
- 8) Full strength with concerned staff in that school.
- 9) Students become restless after MDM and want to go home.
- 10) Delay in receipt of MDM fund leads to running of scheme on loan or to temporary stoppage of MDM.





RESPONSES FROM THE COMMUNITY MEMBERS

Sample Profile:

Number of districts: 5 (Jalpaiguri, Malda, Murshidabad, Bankura, South 24 Parganas)

Target number of Community members (5 districts @ 20 members/district): 100

TABLE-C 1
ORGANIZATION TO WHICH COMMUNITY MEMBERS BELONG

District	VEC	WEC	MTA	PTA	PANCHAYAT	BLOCK /DISTRICT OFFICE	OTHERS	NR	TOTAL
Jalpaiguri	7	0	5	1	3	4	0	0	20
Malda	4	1	5	1	6	2	1	0	20
Murshidabad	5	0	8	0	1	6	0	0	20
Bankura	12	1	4	0	3	0	0	0	20
South 24 Parganas	8	0	3	0	0	6	0	3	20
Total members	36	2	25	2	13	18	1	3	100

The survey has been conducted on 100 community members, 20 members from each of 5 districts mentioned above. Table- C 1 shows the distribution of different organization to which the community members belong.

TABLE-C 2.1
DETAILS ON INVOLVEMENT OF COMMUNITY MEMBERS IN MDMS IN SCHOOLS

District	SUPERVISION	COOKING	DISTRIBUTION	MANAGEMENT	RECRUITMENT OF COOK	MAINTENANCE OF ACCOUNT	PURCHASE OF INGREDIENTS	PROCUREMENT OF FUNDS	MENU SELECTION	DONATION OF RAW FOOD MATERIALS/ INGREDIENTS	OTHERS	NO LINK WITH MDMS	NR
Jalpaiguri	17	2	3	5	5	5	1	2	1	0	0	0	0
Malda	17	0	3	2	2	1	0	1	2	0	1	1	1
Murshidabad	13	1	2	7	1	2	2	2	2	5	0	0	0
Bankura	13	4	0	8	3	3	1	1	3	0	0	0	0
South 24 Parganas	13	2	5	5	3	5	2	2	5	3	0	0	5
Total members	73	9	13	27	14	16	6	8	13	8	1	1	6

Table-C 2.1 gives the nature of involvement of community members in the Mid-Day Meal Scheme. 73% of community members state that they supervise the running of MDMS. Few members are also engaged in cooking and distribution of the meal. Recruitments of cooks, procurement of funds, menu selection is also done by some of them. 16% of members say that they contribute in the maintenance of MDM accounts.

RESPONSES FROM THE COMMUNITY MEMBERS

Sample Profile:

Number of districts: 5 (Jalpaiguri, Malda, Murshidabad, Bankura, South 24 Parganas)
 Target number of Community members (5 districts @ 20 members/district): 100

TABLE C-1
 ORGANIZATION TO WHICH COMMUNITY MEMBERS BELONG

District	VEC	WEC	MTA	PTA	PARKWAY	BLCK. CONTACT OFFICE	OTHERS	NR	TOTAL
Jalpaiguri	1	0	5	1	1	4	0	0	12
Malda	4	1	2	1	5	3	1	0	20
Murshidabad	2	0	2	2	3	5	0	0	19
Bankura	12	1	4	0	3	0	0	0	20
South 24 Parganas	8	0	3	0	0	0	0	0	11
Total members	28	1	22	4	12	12	1	0	100

The survey has been conducted on 100 community members, 20 members from each of 5 districts mentioned above. Table C-1 shows the distribution of different organizations to which the community members belong.

TABLE C-2
 DETAILS ON INVOLVEMENT OF COMMUNITY MEMBERS IN MDMS IN SCHOOLS

District	NON-MEMBERS	MEMBERS	NON-MEMBERS	MEMBERS	NON-MEMBERS	MEMBERS	NON-MEMBERS	MEMBERS	NON-MEMBERS	MEMBERS
Jalpaiguri	11	0	5	5	1	0	0	0	0	0
Malda	17	0	4	3	0	0	0	0	0	0
Murshidabad	12	1	5	1	0	0	0	0	0	0
Bankura	19	4	0	3	1	0	0	0	0	0
South 24 Parganas	13	5	2	2	0	0	0	0	0	0
Total members	72	10	12	15	2	0	0	0	0	0

Table C-2.1 gives the nature of involvement of community members in the Mid-Day Meal Scheme. 72% of community members state that they supervise the running of MDMS. Few members are also engaged in cooking and distribution of the meal. Recruitment of cooks, procurement of funds, menu selection is also done by some of them. 10% of members say that they contribute to the maintenance of MDMS account.

TABLE-C 2.2
FREQUENCY OF SUPERVISION OF PREPARATION AND DISTRIBUTION OF COOKED MDM IN SCHOOL

DISTRICT	FREQUENCY OF SUPERVISION BY COMMUNITY MEMBERS								
	DAILY	OCCASIONALLY	EVERY ALTERNATE DAY	TWICE A WEEK	WEEKLY	MONTHLY	ONCE EVERY 2 MONTHS	AS PER REQUIREMENT	NR
Jalpaiguri	2	0	1	2	3	11	0	0	1
Malda	1	2	2	2	5	4	2	1	1
Murshidabad	4	0	1	1	6	8	0	0	0
Bankura	5	0	1	2	6	5	0	0	1
South 24 Parganas	6	0	0	2	3	5	0	0	4
Total members(100)	18	2	5	9	23	33	2	1	7

Table-C 2.2 shows the frequency of MDMS supervision as stated by the surveyed community members. Daily supervision of the programme is done by only 18% of the community members. Most of the members go for supervision once a week or once a month.

TABLE-C 3.1
FREQUENCY OF MEETING OF COMMUNITY MEMBERS ON MDMS IN SCHOOLS

DISTRICT	ONCE IN A WEEK	ONCE IN 15 DAYS	ONCE IN A MONTH	ONCE IN 2 MONTHS	ONCE IN 3 - 4 MONTHS	NR	DO NOT KNOW
Jalpaiguri	0	2	8	3	6	1	0
Malda	4	4	6	2	1	1	2
Murshidabad	0	3	11	5	1	0	0
Bankura	0	3	10	1	5	1	0
South 24 Parganas	1	2	12	0	1	4	0
Total members (100)	5	14	47	11	14	7	2

As regards to the meeting of community members on MDM Scheme, 47% of members say that the meetings are held once every month (Table-C 3.1). Only 5% of members talk about weekly MDM meetings. 25% of members say that they meet at an interval of every 2/4 months for discussing issues related to the Mid-Day Meal Scheme.

TABLE-C 3.2
FREQUENCY OF VISITS MADE BY BLOCK /DISTRICT OFFICIALS & PANCHAYAT MEMBERS TO SCHOOL DURING MDM

DISTRICT	EVERY 15 DAYS	EVERY MONTH	EVERY 2 MONTHS	EVERY 3 MONTHS	EVERY 6 MONTHS	OCCASIONALLY	NO VISITS	NR
Jalpaiguri	5	8	2	2	1	0	0	2
Malda	1	7	2	0	3	4	2	1
Murshidabad	0	11	2	6	1	0	0	0
Bankura	2	11	3	0	3	0	0	1
South 24 Parganas	8	5	0	4	0	0	0	3
Total members (100)	16	42	9	12	8	4	2	7

42% of community members report that school visits by Block and District officials are monthly (Table-C 3.2). Only 16% community members say that the higher officials make fortnightly visits to the schools. 2 community members from Malda district however report that no such visits are ever made by the higher officials in the schools.

TABLE-C 4
TIMELY SUPPLY OF ADEQUATE FUND & FOODGRAINS TO SCHOOL

DISTRICT	TIMELY FUND SUPPLY			TIMELY FOODGRAINS SUPPLY		
	YES	NO	NR	YES	NO	NR
Jalpaiguri	7	13	0	18	2	0
Malda	7	12	1	15	4	1
Murshidabad	19	1	0	20	0	0
Bankura	5	14	1	13	6	1
South 24 Parganas	5	12	3	11	5	4
Total members (100)	43	52	5	77	17	6

52% of community members say that funds for running the MDM Scheme is not obtained on time (Table-C 4). On the other hand 77% of community members confirm that supply of food grains reaches the school on time. However the view of 17% community members in this respect is different. Noticeably, both fund and food grains reach Murshidabad district on time.

TABLE C-3
FREQUENCY OF VISITS MADE BY BLOCK DISTRICT OFFICIALS BEAR HAWKS MEMBERS TO SCHOOL DURING MONTH

DISTRICT	EVERY 15 DAYS	EVERY MONTH	EVERY 2 MONTHS	EVERY 3 MONTHS	EVERY 6 MONTHS	OCCASIONALLY	NO VISITS	NR
Westwood	2	8	1	1	1	0	0	1
Maple	1	7	2	0	0	0	1	1
Northridge	6	11	2	8	1	0	0	0
Greenway	1	11	3	0	3	0	0	1
Southridge	8	2	0	4	0	0	0	0
Total members (100)	18	42	9	12	5	0	2	3

10% of community members report that school visits by block and district officials are monthly (Table C-3). Only 1% of community members say that the district officials make monthly visits to the school. A community survey of community members in the district found that no such visits are ever made by the district officials in any district.

TABLE C-4
TIMELY SUPPLY OF ADEQUATE FOOD PROGRAMS TO SCHOOLS

DISTRICT	YES	NO	NR	YES	NO	NR
Westwood	1	12	0	13	2	0
Maple	1	12	1	14	4	1
Northridge	19	1	0	20	0	0
Greenway	2	28	1	31	0	1
Southridge	2	11	3	16	0	4
Total members (100)	45	64	5	114	6	6

52% of community members say that funds for running the MAPS program is not obtained on time (Table C-4). On the other hand, 72% of community members confirm that supply of food grains reaches the school on time. However, the view of 12% community members is that the supply of food grains is not timely. Notably, both food and food grains reach Northridge district on time.

FIGURE-C1

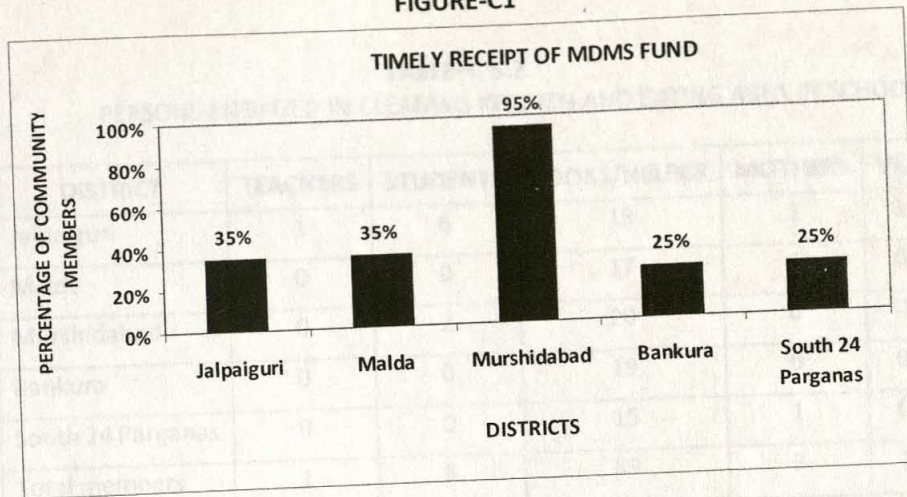


FIGURE-C2

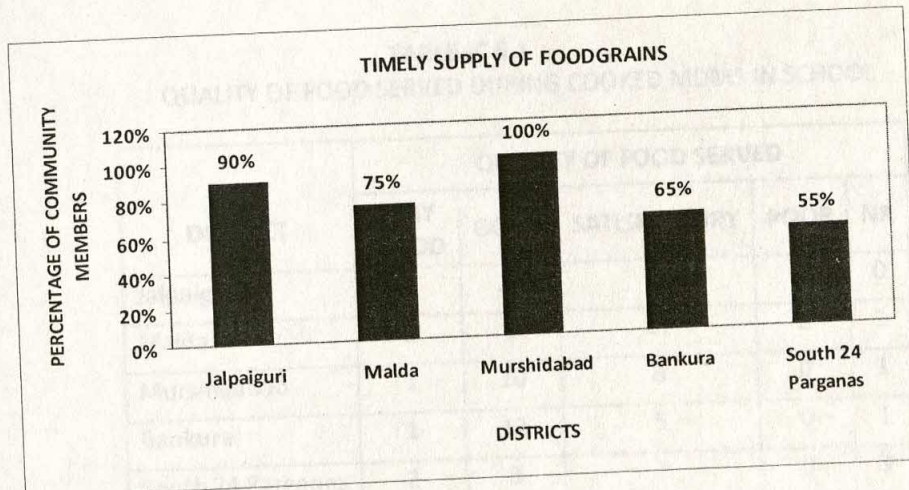


TABLE-C 5 .1
PERSONS ENGAGED IN COOKING MDMS IN SCHOOLS

DISTRICT	TEACHERS	MOTHERS	SHGs	NGOs	LOCAL PERSONS	NR
Jalpaiguri	0	2	19	0	1	0
Malda	0	1	18	0	0	3
Murshidabad	0	2	18	0	0	0
Bankura	0	3	19	0	0	1
South 24 Parganas	1	3	5	1	7	4
Total members	1	11	79	1	8	8



TABLE C-1
PERSONS ENGAGED IN COOKING MONIES IN SCHOOLS

DISTRICT	TEACHERS	MOTHERS	NGOs	LOCAL PERSONS	NR
Jagtaran	0	2	10	1	0
Khatla	0	1	18	0	3
Kharakhsar	0	1	18	0	0
Khatla	0	1	18	0	1
Jagtaran	1	3	2	7	4
Total members	1	11	70	8	8

79% of Community members state that mid-day meal cooking is mostly done by the Self Help Groups. Only 11% of community members confirm the involvement of mothers in this respect (Table-C 5.1).

TABLE-C 5.2
PERSONS ENGAGED IN CLEANING KITCHEN AND EATING AREA IN SCHOOLS

DISTRICT	TEACHERS	STUDENTS	COOKS/HELPER	MOTHERS	VEC	NR
Jalpaiguri	1	6	18	1	1	0
Malda	0	0	17	1	0	2
Murshidabad	0	2	20	0	0	0
Bankura	0	0	19	0	0	1
South 24 Parganas	0	0	15	1	0	5
Total members	1	8	89	3	1	8

89% of community members say that it is the cooks and their helpers who clean the kitchen and eating areas before and after the MDM programme (Table-C 5.2). Assistance from students is also obtained during cleaning.

TABLE-C 6.1
QUALITY OF FOOD SERVED DURING COOKED MDMS IN SCHOOL

DISTRICT	QUALITY OF FOOD SERVED				
	VERY GOOD	GOOD	SATISFACTORY	POOR	NR
Jalpaiguri	4	10	5	1	0
Malda	1	5	11	2	1
Murshidabad	1	10	8	0	1
Bankura	1	13	5	0	1
South 24 Parganas	2	8	7	0	3
Total members (100)	9	46	36	3	6

46% of community members report that good quality food is served to the students (Table-C 6.1). 36% community members report about its satisfactory nature. 3% of community members have actually said the food provided to the students is of poor quality.

75% of community members state that mid-day meal cooking is mostly done by the school staff. Only 11% of community members confirm the involvement of mothers in this regard (Table C-2.1).

TABLE C-2.1
PERSONS ENGAGED IN CLEANING KITCHEN AND EATING AREA IN SCHOOLS

DISTRICT	TEACHERS	STUDENTS	COOKS/HELPER	MOTHERS	VEC	NR
Jalgaon	1	0	13	1	1	0
Mahes	0	0	17	1	0	1
Murshidabad	0	2	20	0	0	0
Banura	0	0	10	0	0	1
South 24 Parganas	0	0	12	1	0	1
Total members	1	2	82	3	1	2

83% of community members say that it is the cooks and their helpers who clean the kitchen and eating areas before and after the MDM programme (Table C-2.2). As stated, food students is also obtained during cleaning.

TABLE C-2.2
QUALITY OF FOOD SERVED DURING COOKED MDMS IN SCHOOLS

DISTRICT	VERY GOOD	GOOD	SATISFACTORY	POOR	NR
Jalgaon	4	10	2	1	0
Mahes	1	4	11	3	1
Murshidabad	1	10	8	0	1
Banura	1	13	2	0	1
South 24 Parganas	2	8	7	0	3
Total members (100)	9	43	20	1	6

46% of community members report that food quality level is served to the students (Table C-2.3). 10% community members report about its satisfactory nature. 3% of community members have actually said the food provided to the students is of poor quality.

FIGURE-C 3



TABLE -C 6.2
PROVISION OF SUFFICIENT QUANTITY OF FOOD DURING COOKED MDMS IN SCHOOL

DISTRICT	OPINION ABOUT QUANTITY OF FOOD SERVED TO STUDENTS		
	SUFFICIENT	INSUFFICIENT	NR
Jalpaiguri	4	16	0
Malda	2	17	1
Murshidabad	15	5	0
Bankura	9	10	1
South 24 Parganas	7	10	3
Total members (100)	37	58	5

58% of community members have reported that the quantity of meal provided to the students is actually not sufficient and does not satiate the hunger of the children (Table-C 6.2).

FIGURE C.2

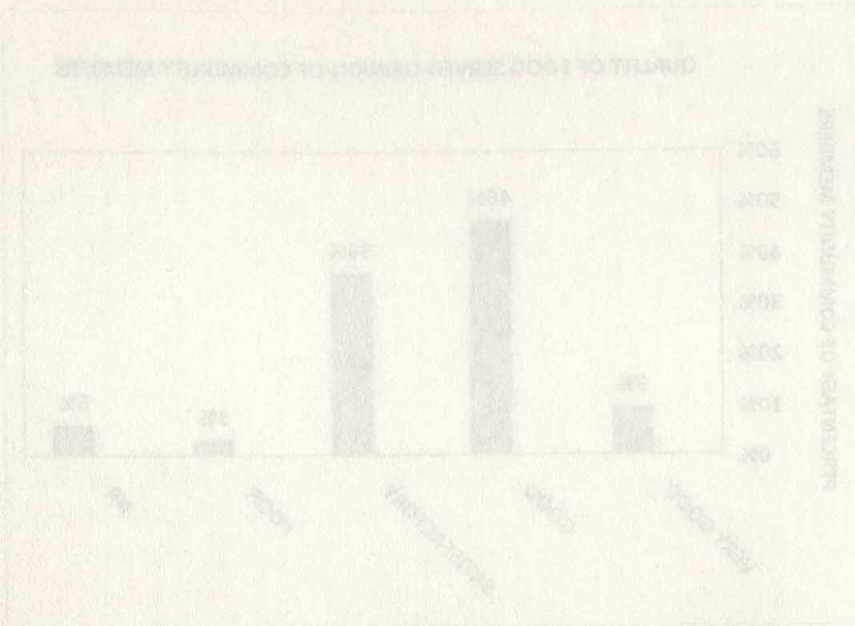


TABLE C.2.2
PROVISION OF SUFFICIENT QUANTITY OF FOOD DURING COVID-19 IN SCHOOL

District	Sufficient	Insufficient	Not
Jhalpiganj	4	10	0
Malda	2	12	1
Murshidabad	15	2	0
Bardhaman	9	20	1
South 24 Parganas	7	10	2
Total members (100)	37	54	9

70% of community members have reported that the quantity of food provided to the students is actually not sufficient and does not satiate the hunger of the children (Table C.2.2).

FIGURE-C 4

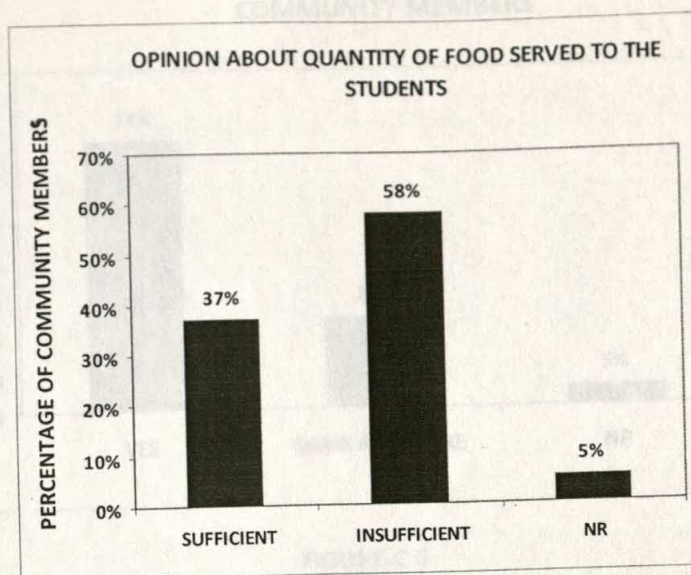


TABLE -C 7
EFFECT OF COOKED MDMS ON LEARNING LEVELS OF STUDENTS

DISTRICT	IMPROVED LEARNING LEVEL OF STUDENTS		
	YES	SAME AS BEFORE	NR
Jalpaiguri	17	3	0
Malda	10	9	1
Murshidabad	20	0	0
Bankura	16	3	1
South 24 Parganas	8	9	3
Total members (100)	71	24	5

71% of community members assert that class performance of students have improved due to MDM Scheme in the school (Table-C 7). However 24% of community members opine that there has been no change in this respect.

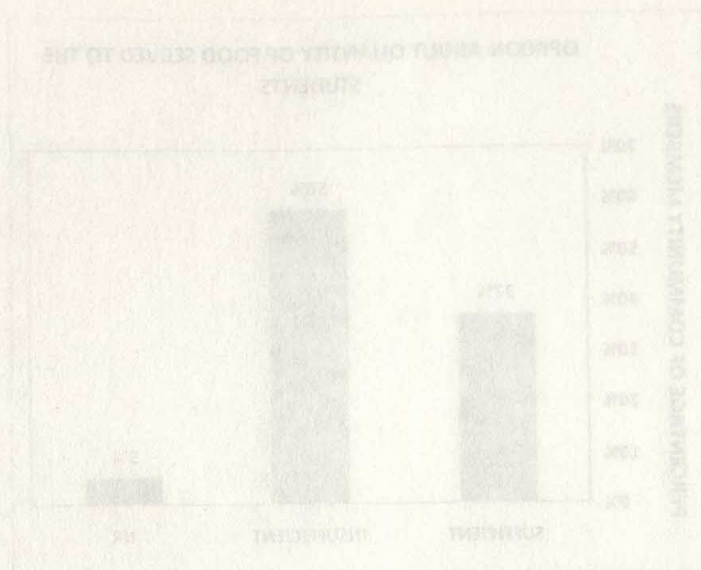


TABLE 4-7

EFFECT OF COOKED MEALS ON LEARNING LEVELS OF STUDENTS

DISTRICT	IMPROVED LEARNING LEVELS OF STUDENTS		
	YES	SAME AS BEFORE	NR
Jalpaiguri	13	3	0
Maldah	10	9	1
Murshidabad	20	0	0
Bankura	16	3	1
South 24 Parganas	8	9	3
Total members (100)	71	24	5

71% of community members agree that class performance of students have improved due to MMS Scheme in the school (Table 4-7). However 24% of community members opine that there has been no change in this respect.

FIGURE-C 5

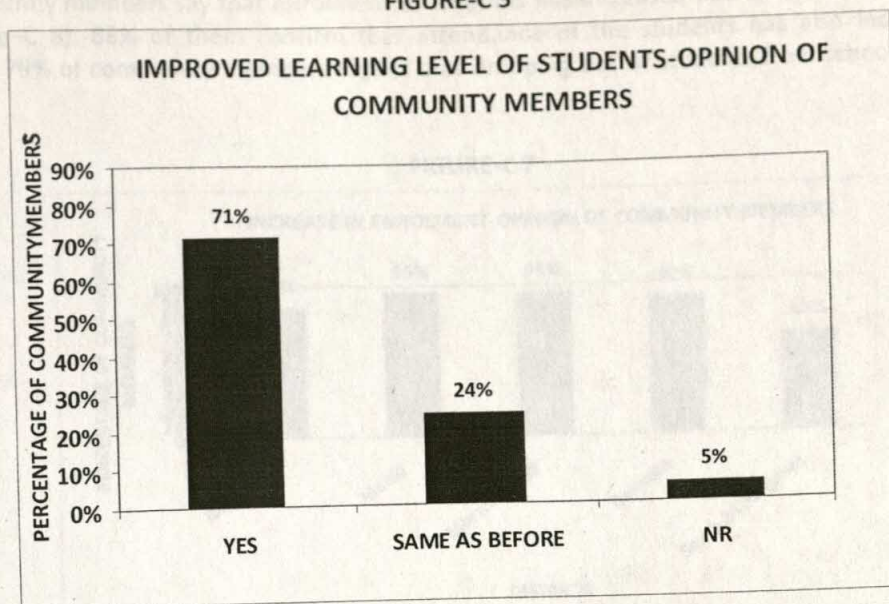


FIGURE-C 6

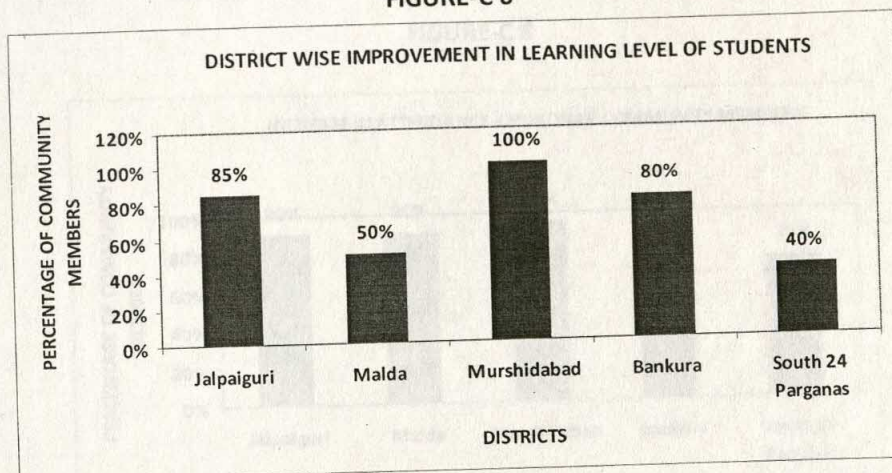


TABLE -C 8

EFFECT OF MDMS ON ENROLMENT, ATTENDANCE & RETENTION OF STUDENTS IN SCHOOLS

DISTRICT	ENROLMENT OF STUDENTS				ATTENDANCE OF STUDENTS				DROP OUT OF STUDENTS			
	INCREASED	DECREASED	SAME AS BEFORE	NR	INCREASED	DECREASED	SAME AS BEFORE	NR	INCREASED	DECREASED	SAME AS BEFORE	NR
Jalpaiguri	17	0	3	0	18	0	2	0	2	17	0	1
Malda	19	0	0	1	18	0	1	1	3	15	1	1
Murshidabad	19	0	1	0	19	0	0	1	0	17	3	0
Bankura	18	0	1	1	18	0	0	2	0	16	2	2
South 24 Parganas	13	0	4	3	15	0	1	4	0	14	2	4
Total members (100)	86	0	9	5	88	0	4	8	5	79	8	8

FIGURE C-7
IMPROVED LEARNING LEVEL OF STUDENTS' OPINION OF
COMMUNITY MEMBERS

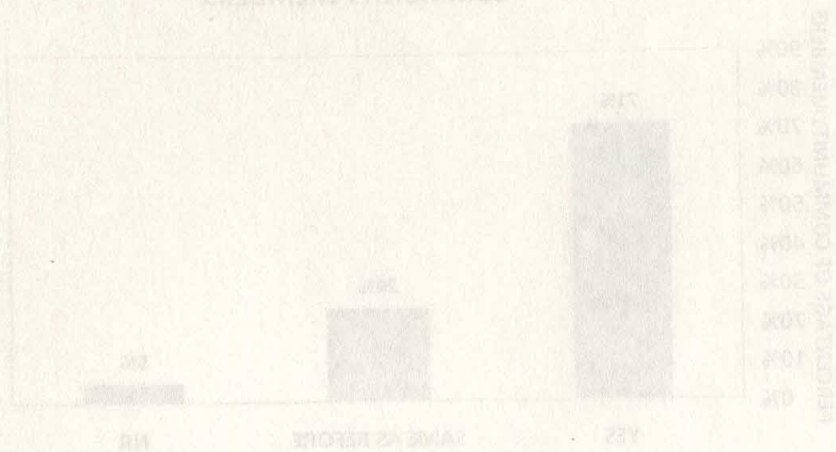


FIGURE C-8

DISTRICT WISE IMPROVEMENT IN LEARNING LEVEL OF STUDENTS



TABLE - C-8
EFFECT OF WORK ON ENROLLMENT, ATTENDANCE & RETENTION OF STUDENTS IN SCHOOLS

DISTRICT	ENROLLMENT OF STUDENTS				ATTENDANCE OF STUDENTS				DROP OUT OF STUDENTS			
	ENROLLED	DECREASED	24 MONTH ENROLLMENT	NO	ENROLLED	DECREASED	24 MONTH ATTENDANCE	NO	ENROLLED	DECREASED	24 MONTH ENROLLMENT	NO
Lalagun	17	0	1	0	18	0	1	0	17	0	1	0
Maha	19	0	0	1	18	0	1	1	19	1	1	1
Mushabad	19	0	1	0	19	0	0	1	17	3	0	0
Bansur	18	0	1	1	18	0	0	1	14	5	1	1
South 24 Parganas	13	0	4	3	12	0	1	4	14	5	4	4
Total member (100)	86	0	9	2	86	0	4	8	79	8	8	8

86% of community members say that enrolment of students has increased due to the MDM programme in the schools (Table-C 8). 88% of them confirm that attendance of the students has also increased. In related observations, 79% of community members report that dropping out of students from school has decreased as well.

FIGURE-C 7

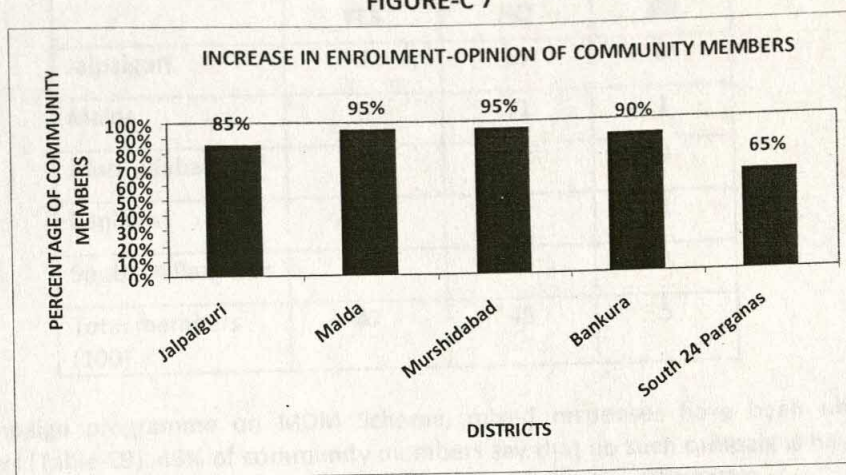


FIGURE-C 8

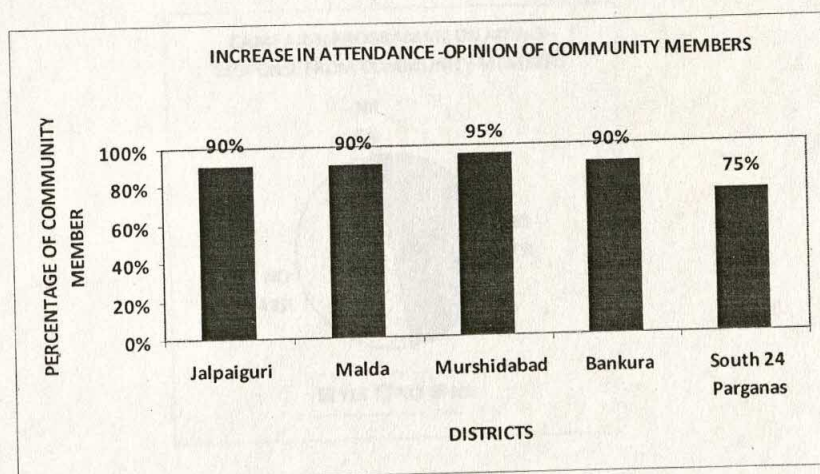
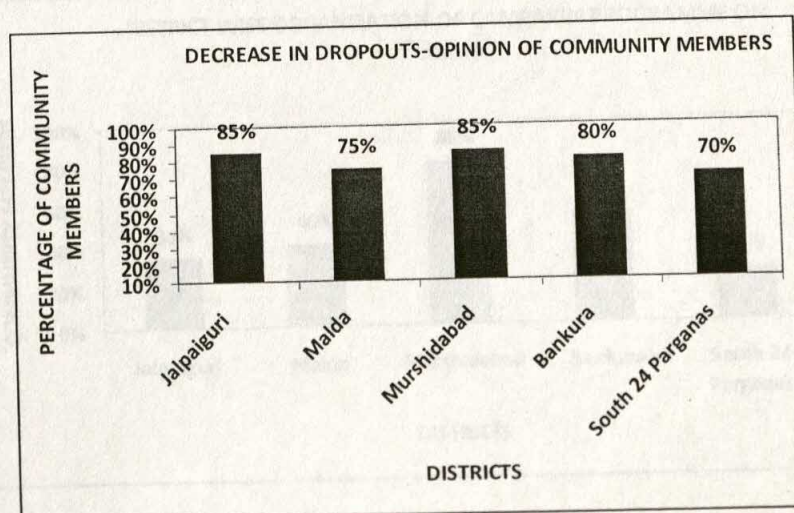


FIGURE-C 9



the of community colleges say that enrollment of students has increased due to the state program in the school (1991-92 68% of high schools that state of the school has also increased in related observations 19% of community colleges that design one of students from school has increased as well.

FIGURE C-7



FIGURE C-8



FIGURE C-9

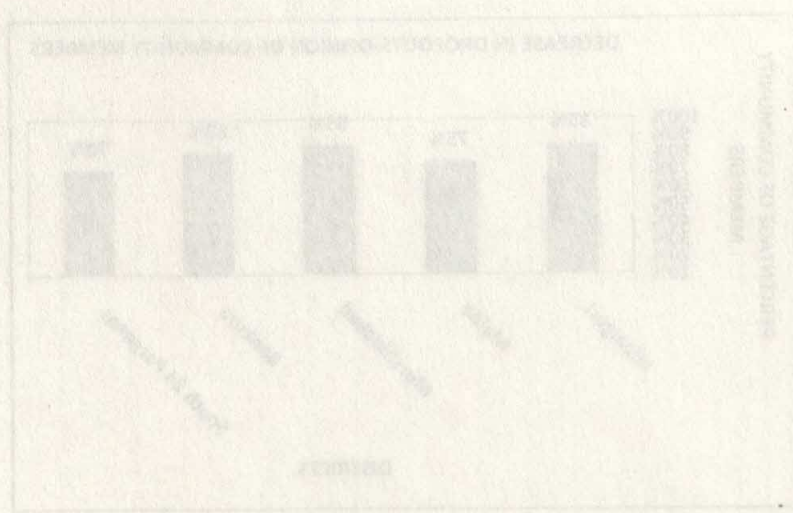


TABLE -C 9
ORGANIZATION OF CAMPAIGN PROGRAMME ON COOKED MDM SCHEME IN THE DISTRICT

DISTRICT	CAMPAIGN PROGRAMME ON MDMS		
	YES	NO	NR
Jalpaiguri	7	13	0
Malda	8	11	1
Murshidabad	16	4	0
Bankura	11	8	1
South 24 Parganas	5	12	3
Total members (100)	47	48	5

Regarding the campaign programme on MDM Scheme, mixed responses have been obtained from the community members (Table-C9). 48% of community members say that no such campaigns have been organized in the districts as against 47% of community members who answered in the affirmative.

FIGURE-C 10

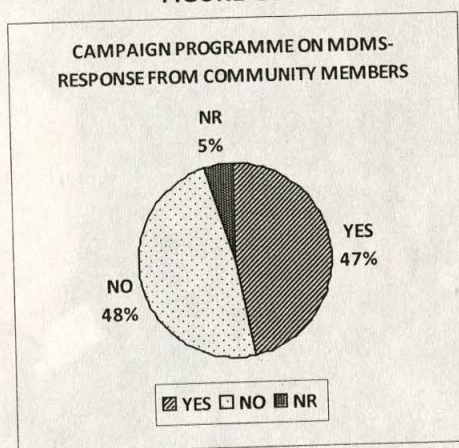


FIGURE-C 11

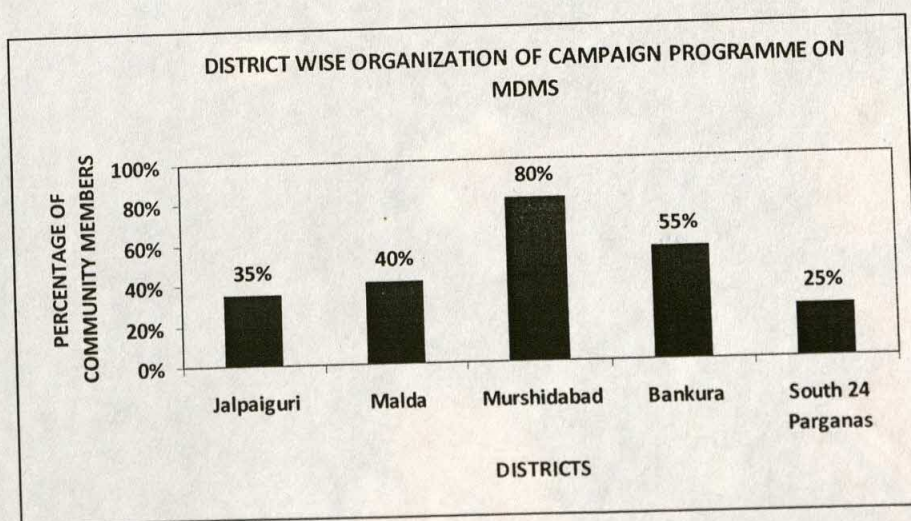


TABLE C-9
ORGANIZATION OF CAMPAIGN PROGRAMS ON CO-OP MDM SCHEME IN THE DISTRICT

DISTRICT	CAMPAIGN PROGRAMS ON WOMS		
	YES	NO	NR
Aligarh	7	13	0
Bareilly	8	11	1
Muzaffarnagar	10	4	0
Shamli	11	8	1
South Kanpur	2	15	3
Total members (100)	43	48	2

Regarding the campaign programme on MDM Scheme, mixed responses have been observed from the community members (Table C-9). 48% of community members reacted in such campaigns have been organized in the districts as against 43% of community members who showed in the affirmative.

FIGURE C-10

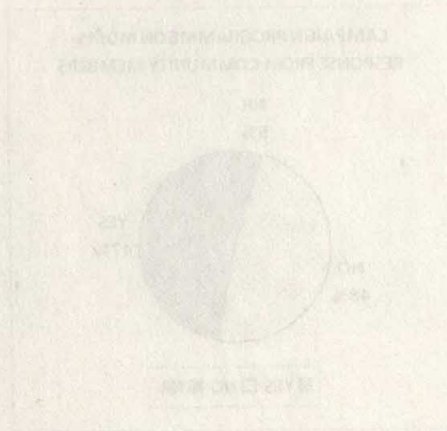
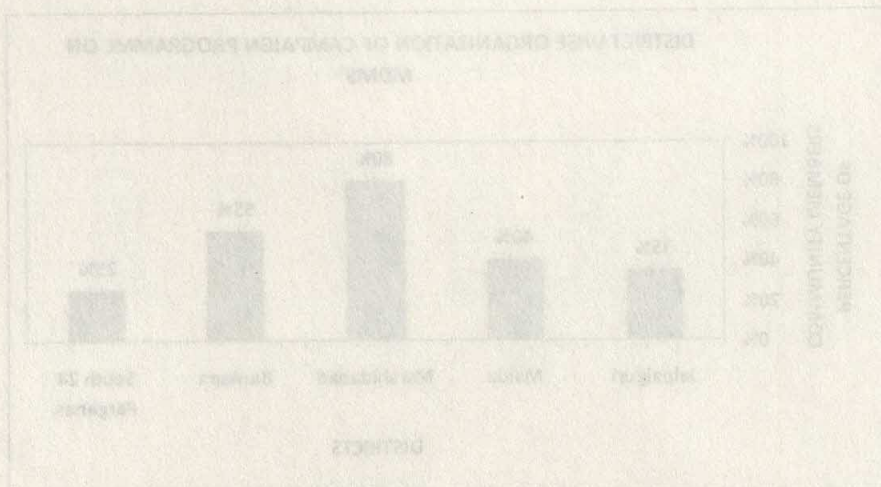
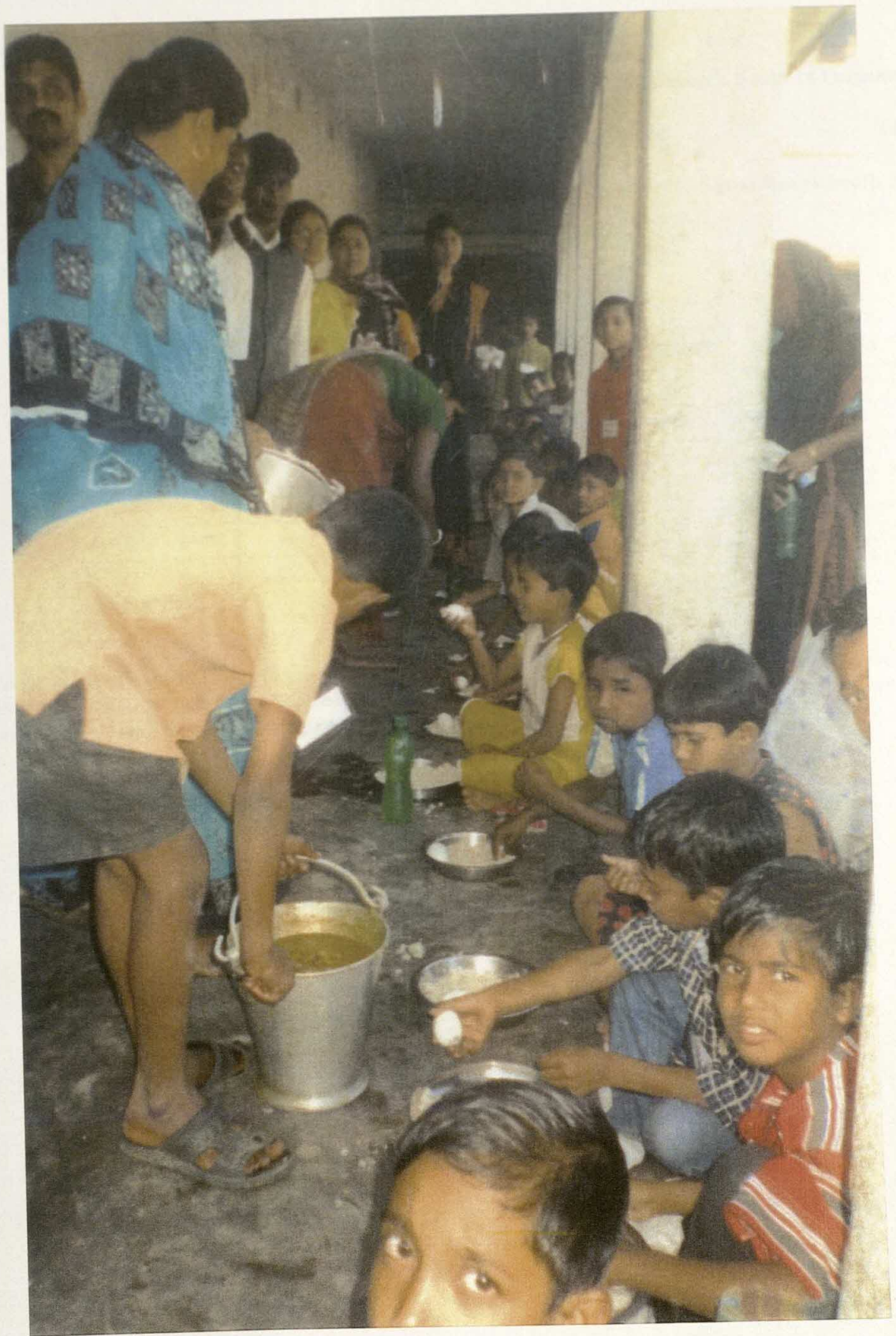


FIGURE C-11







RESPONSES FROM GUARDIANS (OF THE SURVEYED STUDENTS)

Sample Profile:

Number of districts: 5 (Jalpaiguri, Malda, Murshidabad, Bankura, South 24 Parganas)

Number of surveyed schools [5 districts @120 schools (including SSKs)/district]: 600

Target number of guardians [5 districts @120 schools (including SSKs)/district @ 5 guardians/school]: 3000

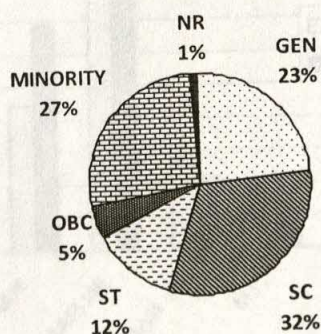
TABLE –G 1
CATEGORY OF SURVEYED GUARDIANS

DISTRICT	GEN	SC	ST	OBC	MINORITY	NR	TOTAL
Jalpaiguri	106	221	166	21	78	4	596
Malda	72	170	36	54	249	19	600
Murshidabad	138	112	13	4	331	2	600
Bankura	178	206	138	67	11	0	600
South 24 Parganas	202	238	10	8	129	6	593
Total guardian	696 (23.3%)	947 (31.7%)	363 (12.1%)	154 (5.2%)	798 (26.7%)	31 (1%)	2989

The survey has been conducted on guardians of surveyed class – IV students of 600 primary schools (including SSKs). Though total number of guardians targeted for the survey was 3000, responses of 2996 guardians have been obtained. Category-wise distribution of the guardians is shown in Table-G 1.

FIGURE-G 1

CATEGORY OF SURVEYED GUARDIANS



RESPONSES FROM GUARDIANS (OF THE SURVEYED STUDENTS)

Sample Profile

Number of districts: 5 (Independent, Pithia, Murshidabad, Bankura, South 24 Parganas)

Number of surveyed schools (5 districts @ 20 schools (including 25Ks)/district): 100

Target number of guardians (5 districts @ 20 schools (including 25Ks)/district @ 2 guardians/school): 2000

TABLE -G.1
CATEGORY OF SURVEYED GUARDIANS

DISTRICT	GEN	SC	ST	OBC	MINORITY	NR	TOTAL
Independent	106	151	186	51	78	4	566
Malda	15	170	36	24	349	19	600
Murshidabad	136	111	13	8	381	1	600
Bankura	178	106	138	63	11	0	496
South 24 Parganas	201	158	10	8	129	0	399
Total guardian	636 (31.3%)	547 (27.3%)	361 (18.1%)	154 (7.7%)	798 (39.9%)	32 (1.6%)	2000

The survey has been conducted on guardians of surveyed class - IV students of 100 primary schools (including 25Ks). Though total number of guardians targeted for the survey was 2000, response of 1996 guardians have been obtained. Category-wise distribution of the guardians is shown in Table -G.1.

FIGURE -G.1

CATEGORY OF SURVEYED GUARDIANS

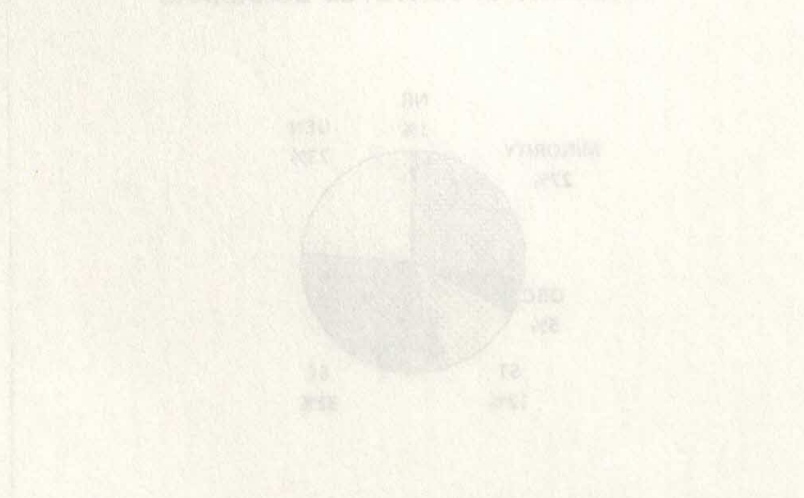


TABLE - G 2
EDUCATIONAL STATUS OF SURVEYED GUARDIANS

DISTRICT	FATHER								MOTHER							
	ILLITERATE	BELOW CLASS 8	CLASS 8	MADHYAMIK PASS	H.S	GRADUATE	NR	TOT	ILLITERATE	BELOW CLASS 8	CLASS 8	MADHYAMIK PASS	H.S	GRADUATE	NR	TOT
Jalpaiguri	178	278	86	35	3	9	7	596	294	234	42	17	4	1	4	596
Malda	137	266	106	59	11	10	11	600	206	273	52	28	5	0	36	600
Murshidabad	144	243	72	51	18	20	52	600	168	270	71	29	8	2	52	600
Bankura	114	209	105	122	14	19	17	600	230	230	72	39	4	3	22	600
South 24 Parganas	87	256	157	34	9	15	30	588	131	247	94	20	6	3	87	588
Total guardian	660 (22.1%)	1252 (42%)	526 (17.6%)	301 (10.1%)	55 (1.8%)	73 (2.4%)	117 (4%)	2984	1029 (34.5%)	1254 (42%)	331 (11.1%)	133 (4.5%)	27 (0.9%)	9 (0.3%)	201 (6.7%)	2984

Table-G 2 shows that 22.1% of surveyed fathers and 34.5% of surveyed mothers are illiterate. 42% of both fathers and mothers have not studied beyond class-8. Very few guardians have passed the Madhyamik examination. Percentage of parents who have completed graduation is also very small.

FIGURE-G 2

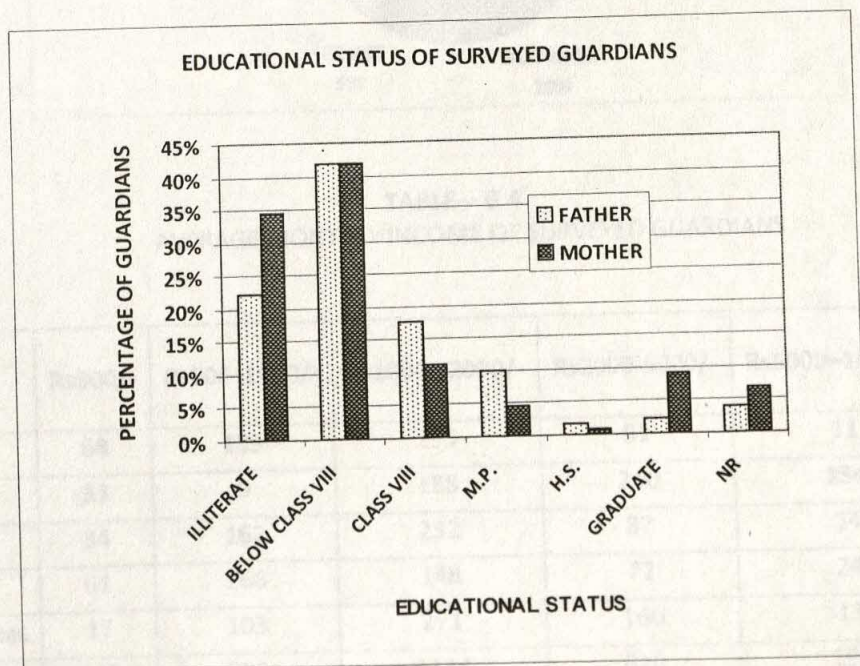


TABLE -G 3
OCCUPATION OF SURVEYED GUARDIANS

DISTRICT	AGRICULTURE	BUSINESS	SERVICE	ANY OTHER	NR	TOTAL
Jalpaiguri	183	105	40	266	2	596
Malda	201	142	16	241	0	600
Murshidabad	276	107	17	192	8	600
Bankura	206	65	43	280	6	600
South 24 Parganas	171	189	21	197	7	585
Total guardian	1037 (34.8%)	608 (20.4%)	137 (4.6%)	1176 (39.4%)	23 (0.8%)	2981

Table-G 3 shows that 34.8% of surveyed guardians are engaged in agriculture and 20.4% of guardians are engaged in business. 4.6% of surveyed guardians are in service. However the occupation of 39.4% of surveyed guardian could not be determined from the survey.

FIGURE-G 3

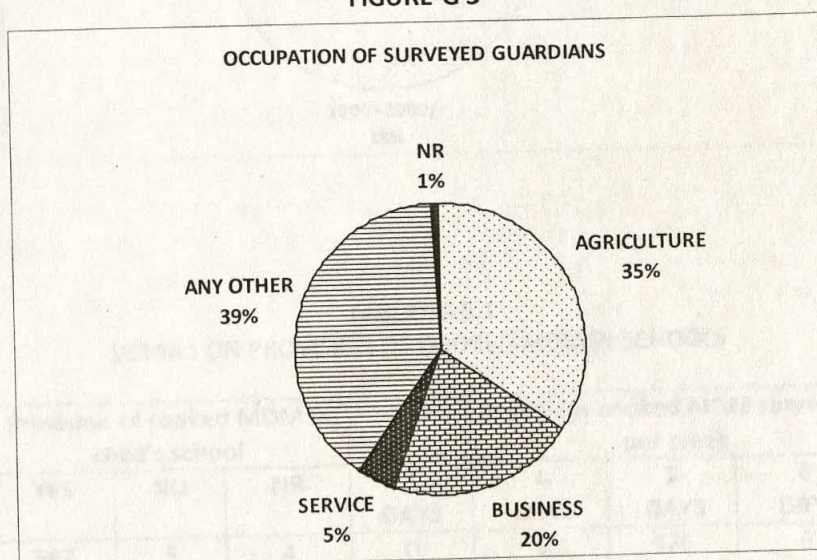


TABLE - G 4
AVERAGE MONTHLY INCOME OF SURVEYED GUARDIANS

DISTRICT	Rs500/-	Rs500-1000/-	Rs1000- 2000/-	Rs2000-5000/-	Rs5000-10,000/-	NR
Jalpaiguri	68	189	255	51	11	22
Malda	33	0	188	240	134	5
Murshidabad	34	162	252	87	14	51
Bankura	61	266	148	72	24	29
South 24 Parganas	17	103	271	160	13	24
Total guardian (2984)	213 (7.13%)	720 (24.12%)	1114 (37.33%)	610 (20.44%)	196 (6.6%)	131 (4.38%)

TABLE - G 3
OCCUPATION OF SURVEYED GUARDIANS

DISTRICT	AGRICULTURE	BUSINESS	SERVICE	ANY OTHER	NR	TOTAL
Islip/gut	183	105	40	288	5	596
Malib	201	145	18	191	9	564
Munichabad	278	107	17	101	8	509
Benaru	205	85	43	189	6	509
South 24 regions	171	189	21	197	7	585
Total guardian	1087	608	137	1178	35	2981
	(34.8%)	(18.4%)	(4.0%)	(34.8%)	(1.0%)	

Table G 3 shows that 34.8% of surveyed guardians are engaged in agriculture and 18.4% of guardians are engaged in business. 4.0% of surveyed guardians are in service. However, the occupation of 34.8% of surveyed guardians could not be determined from the survey.

FIGURE - G 3

OCCUPATION OF SURVEYED GUARDIANS

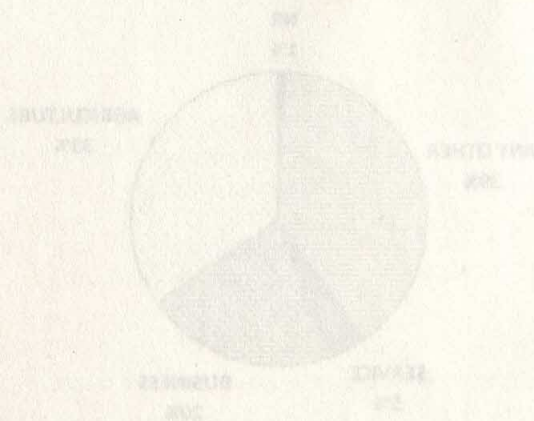


TABLE - G 4
AVERAGE MONTHLY INCOME OF SURVEYED GUARDIANS

DISTRICT	R-2500+	R-2000-2500	R-1500-2000	R-1000-1500	R-500-1000	NR
Islip/gut	68	188	225	21	11	25
Malib	33	0	108	240	134	2
Munichabad	34	165	181	87	36	21
Benaru	81	106	418	75	34	19
South 24 regions	19	109	171	180	73	24
Total guardian	243	758	1174	610	198	121
	(15.2%)	(47.1%)	(67.3%)	(100.0%)	(16.0%)	(4.38%)

Average monthly income of surveyed guardians is shown in the Table-G 4. Approximately 69% of surveyed guardians have monthly income below Rs 2000/-. 20.44% of surveyed guardians have an income in the range of Rs 2000 - 5000/-. Only 6.6% of parents have an income level of Rs 5000/- and above. With the limited earning, the surveyed guardians support a total of 8794 children (51.43% boys, 48.57% girls) out of which, 4684 children (53.2% boys, 46.8% girls) attend primary schools and SSKs.

FIGURE-G 4

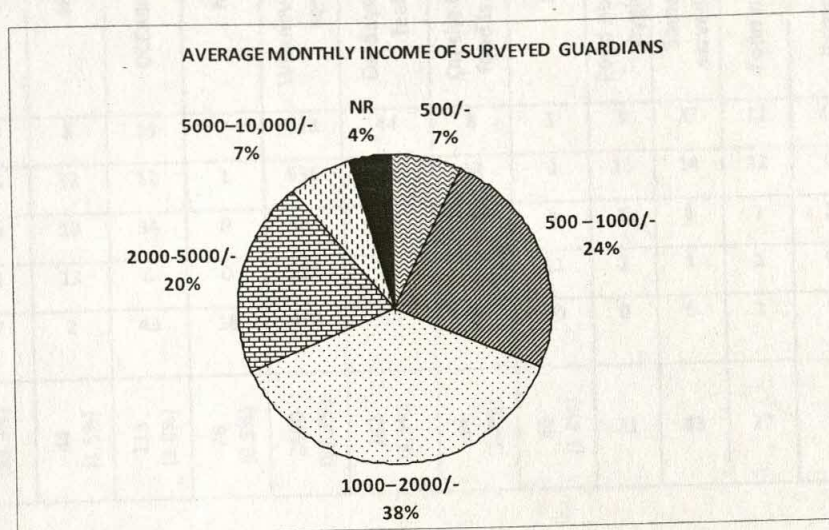


TABLE -G 5.1
DETAILS ON PROVISION OF COOKED MDM IN SCHOOLS

DISTRICT	Provision of cooked MDM in child's school			Number of days cooked MDM served in school per week				
	YES	NO	NR	3 DAYS	4 DAYS	5 DAYS	6 DAYS	NR
Jalpaiguri	587	5	4	0	5	576	6	0
Malda	586	12	2	0	5	501	80	0
Murshidabad	597	1	2	0	0	501	96	0
Bankura	595	5	0	6	7	426	155	1
South 24 Parganas	595	0	5	0	3	351	241	0
Total guardian (2996)	2960 (98.8%)	23 (0.8%)	13 (0.4%)	6 (0.2%)	20 (0.7%)	2355 (79.6%)	578 (19.5%)	1 (0.03%)

98.8% of guardians say that cooked MDM is provided to their children in the schools. Further, 79.6% of them say that mid-day meal is provided for 5 days in a week. 19.5% of guardians say that MDM is provided on all the 6 working days (Table-G 5.1).

Average monthly income of surveyed guardians is shown in the Table-G.1. Approximately 69% of surveyed guardians have monthly income below Rs 2000/-, 30.44% of surveyed guardians have an income in the range of Rs 2000/- to Rs 5000/-, Only 0.6% of parents have an income level of Rs 5000/- and above. With the limited earning, the surveyed guardians support a total of 6734 children (51.45% boys, 48.55% girls) out of which 4694 children (69.7% boys, 46.8% girls) attend primary schools and 2540

FIGURE-G.1

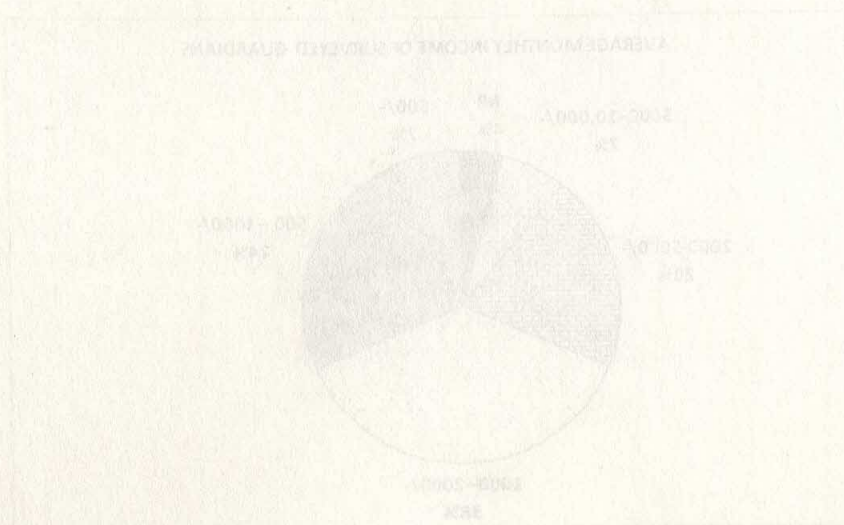


TABLE-G.2.1
DETAILS ON PROVISION OF COOKED MDM IN SCHOOLS

DISTRICT	Provision of cooked MDM in child's school			Number of days cooked MDM served in school per week			
	YES	NO	NR	1 DAY	2 DAYS	3 DAYS	NR
Jalpaiguri	581	2	4	0	2	2	0
Kamrup	388	11	2	0	2	2	0
Meerapuri	507	1	1	0	0	0	0
Barpeta	235	8	0	2	2	2	1
South 24 Parganas	232	0	2	0	2	2	0
Total Guardians	2800	23	18	0	20	20	1
(100%)	(98.5%)	(0.8%)	(0.7%)	(0.7%)	(0.7%)	(0.7%)	(0.03%)

18.6% of guardians say that cooked MDM is provided to their children in the school. Further, 79.0% of them say that mid-day meal is provided for 5 days in a week, 19.2% of guardians say that MDM is provided on all the working days (Table-G.2.1).

TABLE – G 5.2
DETAILS OF CHILDREN TAKING COOKED MDM IN SCHOOLS

DISTRICT	Children taking MDM in schools				Reasons for taking MDM in school				Reasons for not taking MDM in school					
	YES	NO	OCCASIONALLY	NR	Whenever meal is served	On days the child feels like	On the days tasty food is provided	NR	Food not prepared hygienically	Same food is served everyday	Food not tasteful	Items not liked	Community meal not preferred	Falls sick on eating
Jalpaiguri	563	8	18	7	528	44	8	1	3	27	12	0	1	8
Malda	576	11	12	1	536	38	14	0	16	14	12	0	0	0
Murshidabad	556	10	34	0	483	88	16	3	1	1	1	1	1	0
Bankura	581	13	6	0	555	18	3	11	1	1	1	0	0	0
South 24 Parganas	537	2	43	18	478	54	8	40	0	0	1	1	0	0
Total guardian (2996)	2813 (93.9%)	44 (1.5%)	113 (3.8%)	26 (0.8%)	2580 (88.2%)	242 (8.3%)	49 (1.7%)	55 (1.8%)	21	43	27	2	2	8

Nearly 94% of surveyed guardians confirm that their children take MDM in the school (Table-G 5.2). 88.2% of guardians say that children take the food whenever it is served to them. Only 1.5% of surveyed guardians say that their children do not take MDM mainly because of the provision of the same kind of food on each day in the school. Some say that children do not take mid-day meal because it is either not tasty or not prepared hygienically.

TABLE –G 5.3
DETAILS ON QUALITY AND QUANTITY OF MDM PROVIDED TO CHILDREN IN SCHOOL

DISTRICT	Provision of satisfactory quality of food			Sufficient quantity of MDM provided to children		
	YES	NO	NR	YES	NO	NR
Jalpaiguri	510	71	15	452	133	11
Malda	433	165	2	354	240	6
Murshidabad	509	83	8	532	65	3
Bankura	518	74	8	471	120	9
South 24 Parganas	522	67	11	504	91	5
Total guardian (2996)	2492 (83.2%)	460 (15.4%)	44 (1.4%)	2313 (77.2%)	649 (21.7%)	34 (1.1%)

83.2% of guardians say that the quality of food provided during mid-day meal is satisfactory (Table-G 5.3). However the response of 15.4% of surveyed guardians is negative. These guardians complain about the quality of food grains & cooking ingredients, poor standard of cooking, unhygienic cooking conditions, lack of provision of health supplements to students etc. As regards to the quantity of MDM, 77.2% of guardians say that it is sufficient but 21.7% say that quantity of MDM provided is insufficient for the children. The above negative trends were most visible in the district of Malda.

TABLE - G.2.3
DETAILS OF CHILDREN TAKING COOKED MDMM IN SCHOOLS

DISTRICT	Children taking MDMM in schools					Reasons for taking MDMM in school					Reasons for not taking MDMM in school				
	Yes	No	NR	At home	At school	NR	At home	At school	NR	At home	At school	NR	At home	At school	NR
Jalpaiguri	268	8	10	10	10	1	1	1	1	1	1	1	1	1	1
Maidha	275	11	13	13	13	1	1	1	1	1	1	1	1	1	1
Murshidabad	256	20	20	20	20	1	1	1	1	1	1	1	1	1	1
Bardham	281	15	8	8	8	1	1	1	1	1	1	1	1	1	1
South 24 Parganas	257	2	20	20	20	1	1	1	1	1	1	1	1	1	1
Total	1037	56	71	71	71	5	5	5	5	5	5	5	5	5	5

Nearly 84% of surveyed guardians confirm that their children take MDMM in the school (Table G.2.3). 88.1% of guardians say that children take the food whenever it is served to them. Only 1.3% of surveyed guardians say that their children do not take MDMM mainly because of the provision of the same kind of food on each day in the school. Some say that children do not take mid-day meal because it is either not tasty or not prepared hygienically.

TABLE - G.2.3
DETAILS ON QUALITY AND QUANTITY OF MDMM PROVIDED TO CHILDREN IN SCHOOL

DISTRICT	Provision of satisfactory quality of food		Sufficient quantity of MDMM provided to children	
	Yes	No	Yes	No
Jalpaiguri	210	11	422	133
Maidha	433	165	324	240
Murshidabad	208	83	233	62
Bardham	218	78	471	120
South 24 Parganas	223	67	204	91
Total	1092	460	1333	646

88.1% of guardians say that the quality of food provided during mid-day meal is satisfactory (Table G.2.3). However, the response to 15.4% of surveyed guardians is negative. These guardians complain about the quality of food grains, a cooking ingredients, poor standard of cooking, unhygienic cooking conditions, lack of provision of health supplements to students etc. As regards to the quantity of MDMM, 77.3% of guardians say that it is sufficient but 21.7% say that quantity of MDMM provided is insufficient for the children. The above negative trends were most visible in the district of Maidha.

FIGURE-G 5

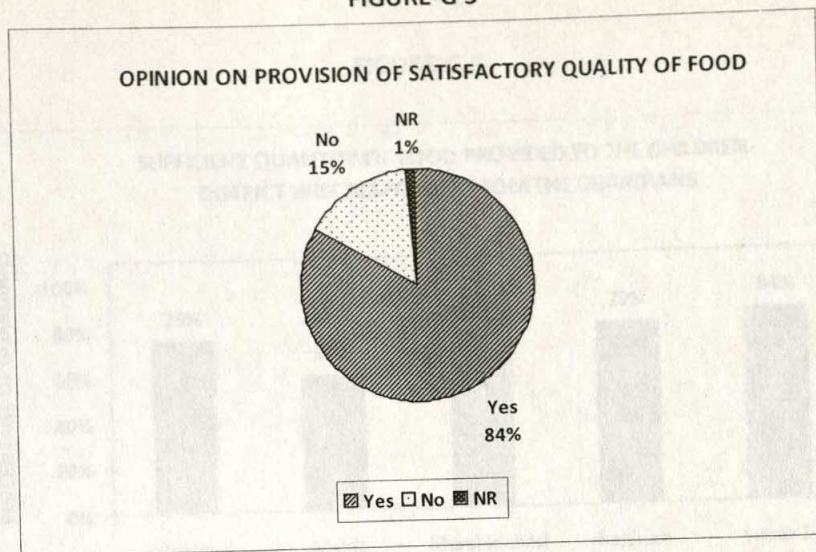


FIGURE-G 6

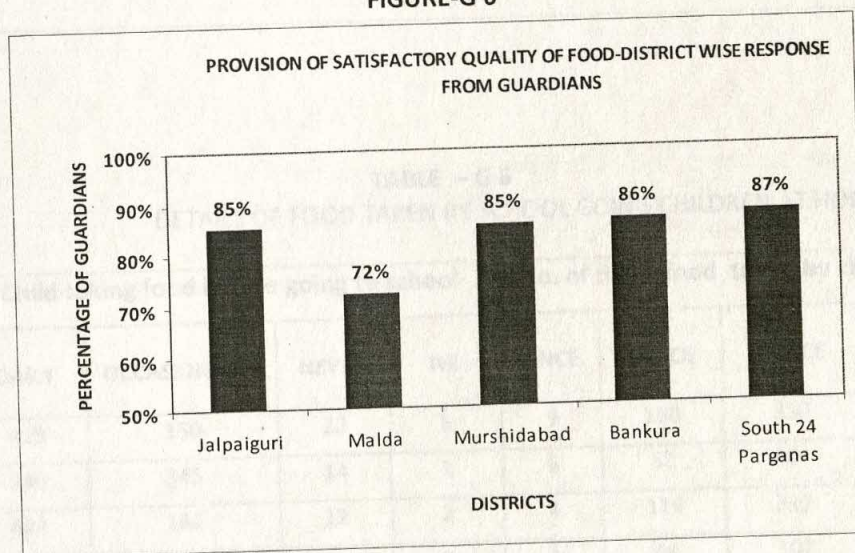


FIGURE-G 7

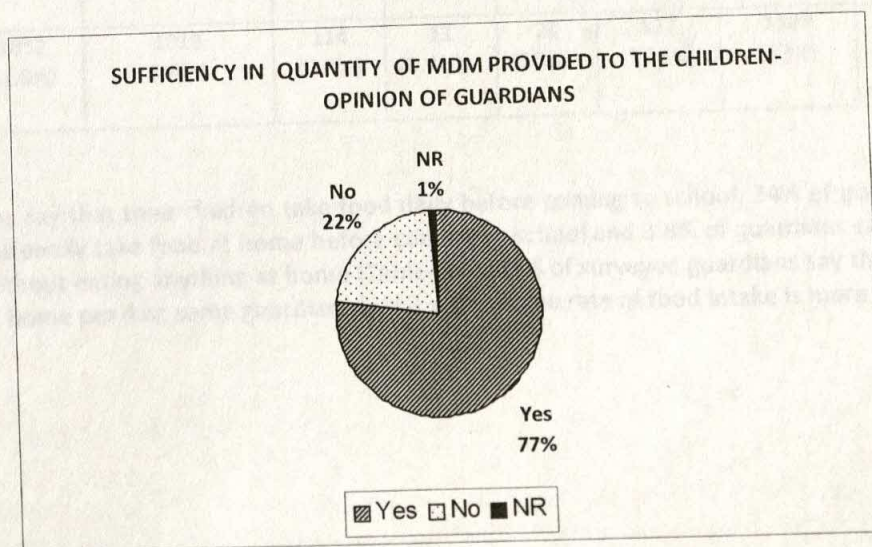


FIGURE 2-8

OPINION ON PROVISION OF SATISFACTORY QUALITY OF FOOD



Source: Census Bureau

FIGURE 2-9

PROVISION OF SATISFACTORY QUALITY OF FOOD-DISTRICT-WISE RESPONSE FROM GUARDIANS



FIGURE 2-10

SUPPLY OF QUANTITY OF FOOD PROVIDED TO THE CHILDREN- OPINION OF GUARDIANS



Source: Census Bureau

FIGURE-G 8

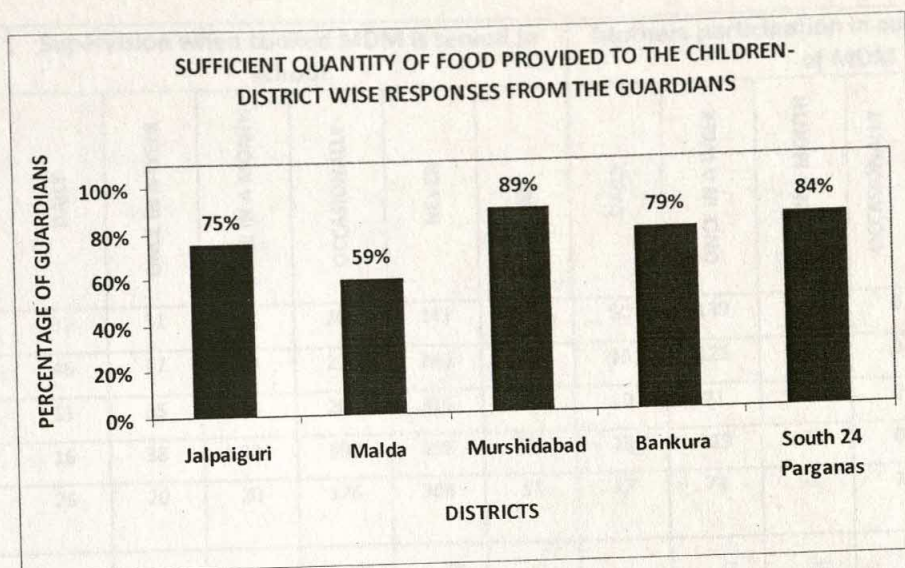


TABLE – G 6
DETAILS OF FOOD TAKEN BY SCHOOL GOING CHILDREN AT HOME

DISTRICT	Child taking food before going to school				No. of times food taken by child at home per day				
	DAILY	OCCASIONALLY	NEVER	NR	ONCE	TWICE	THRICE	MORE THAN 3 TIMES	NR
Jalpaiguri	419	150	22	5	9	180	350	51	6
Malda	240	345	14	1	6	88	404	98	4
Murshidabad	424	162	12	2	4	119	319	155	3
Bankura	362	209	27	2	1	44	302	252	1
South 24 Parganas	407	153	39	1	8	96	212	281	3
Total guardian (2996)	1852 (61.8%)	1019 (34%)	114 (3.8%)	11 (0.4%)	28 (0.9%)	527 (17.6%)	1587 (53%)	837 (28%)	17 (0.5%)

61.8% of guardians say that their children take food daily before coming to school. 34% of guardians however say that children occasionally take food at home before coming to school and 3.8% of guardians say that their children come to school without eating anything at home (Table-G 6). 53% of surveyed guardians say that children generally eat three times at home per day; some guardians (28%) say that the rate of food intake is more than three times per day.

FIGURE 6

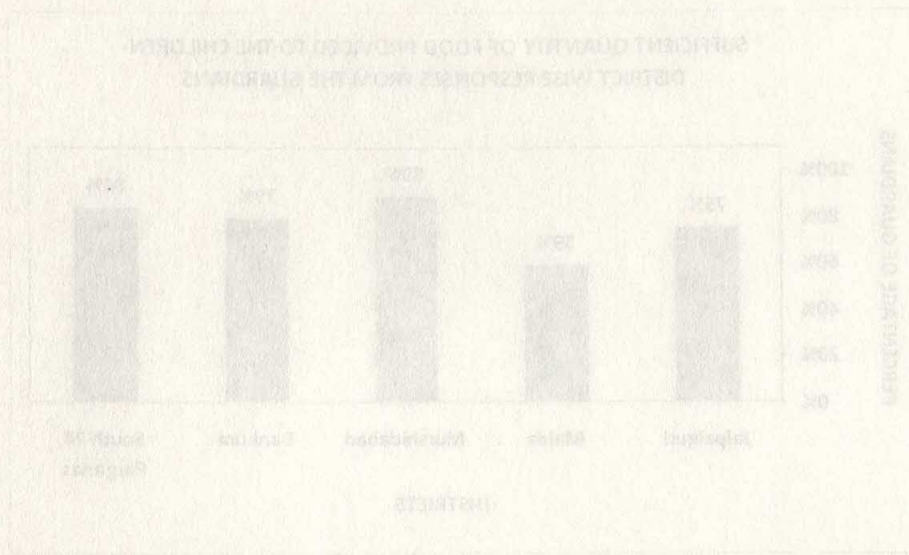


TABLE - 6
DETAILS OF FOOD TAKEN BY SCHOOL GOING CHILDREN AT HOME

DISTRICT	Child taking food before going to school				No. of times food taken by child at home per day			
	DAILY	OCCASIONALLY	NEVER	NR	ONCE	TWICE	THREE	MORE THAN 3 TIMES
Nadia	419	180	55	3	8	130	100	80
Malda	340	345	14	1	8	88	408	38
Murshidabad	454	185	15	5	4	118	210	108
Buxar	365	209	25	5	1	84	305	110
South 24 Parganas	403	123	39	1	8	90	240	181
Total	1857	1017	114	11	28	557	1587	437
Grand Total (2306)	103.8%	54.5%	6.2%	0.5%	1.2%	24.6%	68.8%	18.9%

61.8% of guardians say that their children take food daily before coming to school. 34.7% of guardians however say that children occasionally take food at home before coming to school and 5.8% of guardians say that their children come to school without eating anything at home (Table 6). 50% of surveyed guardians say that children generally eat three times at home per day, some guardians (25%) say that the rate of food intake is more than three times per day.

TABLE – G 7
GUARDIAN'S PARTICIPATION IN COOKED MDM SCHEME IN SCHOOL

DISTRICT	Supervision when cooked MDM is served in school						Mothers participation in cooking and serving of MDM					
	DAILY	ONCE IN A WEEK	ONCE IN A MONTH	OCCASIONALLY	NEVER	NR	DAILY	ONCE IN A WEEK	ONCE IN A MONTH	OCCASIONALLY	NEVER	NR
Jalpaiguri	37	31	12	269	241	6	50	139	115	0	282	10
Malda	46	17	49	239	249	0	15	121	117	0	336	11
Murshidabad	11	35	28	209	316	1	10	71	141	0	364	14
Bankura	16	38	33	308	199	6	28	119	173	0	273	7
South 24 Parganas	26	20	20	176	309	17	27	74	93	1	353	20
Total guardian (2964)	136 (4.6%)	141 (4.75%)	142 (4.8%)	1201 (40.52%)	1314 (44.33%)	30 (1%)	130 (4.4%)	524 (17.7%)	639 (21.5%)	1 (0.03%)	1608 (54.3%)	62 (2.07%)

40.52% of guardians have declared that their participation in cooked MDM Scheme is only occasional. Moreover 44.33% of guardians have reported that they never participate in functioning of the ongoing scheme. For others it is either once a week or month. On a similar note, 54.3% of guardians point out the non-involvement of mothers in running the scheme (Table-G 7).

TABLE –G 8
DETAILS ON TEACHING-LEARNING (T-L) PROCESS IN SCHOOL AFTER MDMS INTRODUCTION

DISTRICT	Continuation of classes after MDM			Effect of MDMS on teaching -learning process in school					
	YES	NO	NR	Duration of T-L process in school has decreased	No change in duration of T-L process	Students concentrate more on studies	No change in concentration of students in studies	Students have become more eager to go to school	No change in student's eagerness in going to school
Jalpaiguri	408	172	16	75	253	195	147	339	74
Malda	443	149	8	171	55	88	102	199	21
Murshidabad	529	54	17	104	195	150	133	165	56
Bankura	569	23	8	80	151	97	38	320	21
South 24 Parganas	520	33	15	236	183	102	48	141	31
Total guardian (2964)	2469 (83.3%)	431 (14.54%)	64 (2.16%)	666 (22.46%)	837 (28.23%)	632 (21.32%)	468 (15.78%)	1164 (39.27%)	203 (6.84%)

83.3% of surveyed guardians assert that classes are held after their children finish taking mid-day meal in the school. But a significant proportion of surveyed guardians (14.54%) however say that classes are not held in the school after MDM. Nearly 40% of guardians have expressed that MDM has contributed in increasing the eagerness of children in

TABLE - G.1
GUARDIAN'S PARTICIPATION IN COOKED MDM SCHEME IN SCHOOL

DISTRICT	Supervision when cooked MDM is served in school						Mother's participation in cooking and serving of MDM					
	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
Jalpaiguri	30	30	13	30	30	30	13	30	30	30	30	30
Maldah	40	40	17	40	40	40	17	40	40	40	40	40
Murshidabad	12	12	12	12	12	12	12	12	12	12	12	12
Bankura	16	16	16	16	16	16	16	16	16	16	16	16
South 24 Parganas	36	36	30	36	36	36	30	36	36	36	36	36
Total guardian (2064)	134	134	87	134	134	134	87	134	134	134	134	134

40.53% of guardians have declared that their participation in cooked MDM Scheme is only occasional. Moreover 44.33% of guardians have reported that they never participate in functioning of the ongoing scheme. For others it is either once a week or month. On a similar note, 24.3% of guardians point out the non-involvement of mothers in running the scheme (Table G.1).

TABLE - G.2
DETAILS ON TEACHING-LEARNING (T-L) PROCESS IN SCHOOL AFTER MDM INTRODUCTION

DISTRICT	Continuation of classes after MDM		Effect of MDM on teaching-learning process in school					
	YES	NO	YES	NO	YES	NO	YES	NO
Jalpaiguri	408	175	16	16	16	16	16	16
Maldah	148	148	8	8	8	8	8	8
Murshidabad	259	54	17	17	17	17	17	17
Bankura	269	33	8	8	8	8	8	8
South 24 Parganas	250	33	12	12	12	12	12	12
Total guardian (2064)	1348	443	64	64	64	64	64	64

83.3% of surveyed guardians assert that classes are held after their children finish taking mid-day meal in the school. But a significant proportion of surveyed guardians (14.5%) however say that classes are not held in the school after MDM. Nearly 40% of guardians have expressed that MDM has contributed in increasing the eagerness of children in

going to school. As regards to their views on impact of MDMS on duration of teaching-learning process and concentration level of students, the response has been mixed (Table-G 8).

FIGURE-G 9

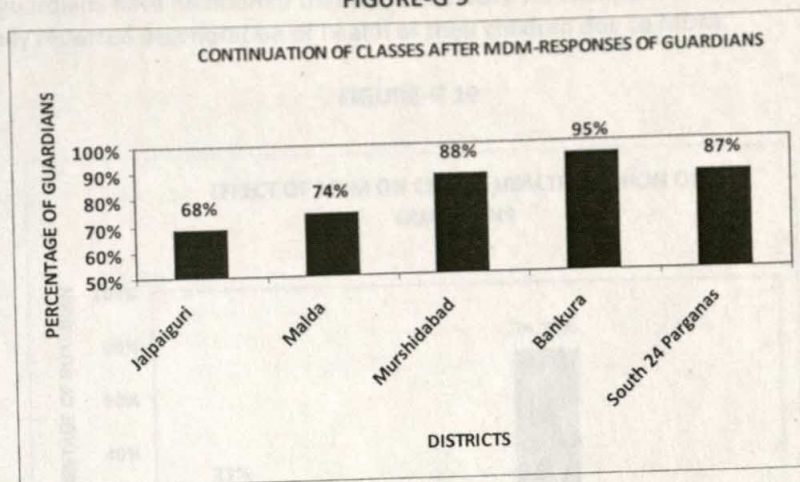


TABLE -G 9

DETAILS ON WILLINGNESS OF CHILD TO ATTEND SCHOOL IF MDMS IS STOPPED

DISTRICT	Willing	Not willing	NR
Jalpaiguri	292	297	7
Malda	373	226	1
Murshidabad	467	129	4
Bankura	436	155	9
South 24 Parganas	398	196	6
Total guardian (2996)	1966 (65.6%)	1003 (33.5%)	27 (0.9%)

65.6% of guardians have reported that their children will keep on attending school even if Mid-Day Meal Scheme is stopped. However 33.5% of guardians have reported otherwise (Table-G 9).

TABLE - G 10

DETAILS ON CHILD'S HEALTH AFTER CONSUMING MDM IN SCHOOL

DISTRICT	Child falling sick after consuming MDM			Effect of MDMS on child's health			
	YES	NO	NR	IMPROVED	DETERIORATED	NO CHANGE	NR
Jalpaiguri	30	555	11	187	12	388	9
Malda	41	550	9	143	14	440	3
Murshidabad	44	546	10	128	12	456	4
Bankura	11	583	6	132	0	461	7
South 24 Parganas	9	582	9	99	4	494	3
Total guardian (2996)	135 (4.5%)	2816 (94%)	45 (1.5%)	689 (23%)	42 (1.4%)	2239 (74.7%)	26 (0.9%)

going to school. As regards to the views on impact of MDMs on duration of teaching-learning process and concentration level of students, the response has been mixed (Table 6-8).

FIGURE 6-8

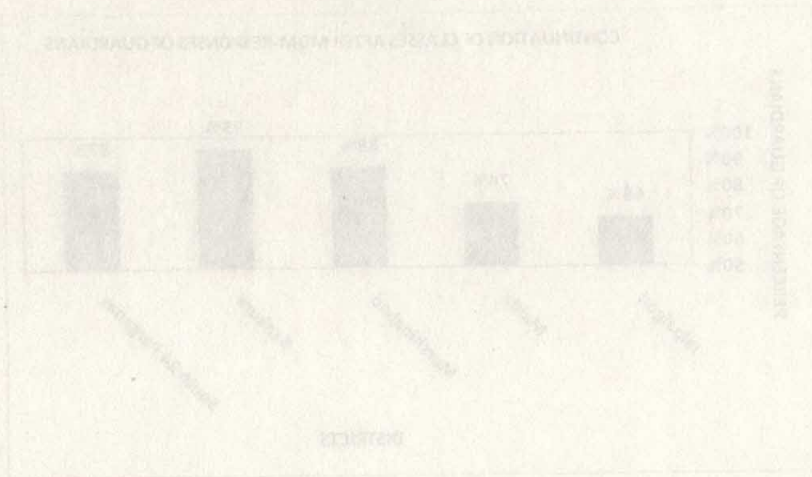


TABLE 6-9
DETAILS ON WILLINGNESS OF CHILD TO ATTEND SCHOOL IF MDM IS STOPPED

DISTRICT	Willing	Not willing	NB
Jaisangarh	292	297	5
Matha	373	226	1
Murshidabad	467	129	6
Bardham	436	122	9
South 24 Parganas	398	196	6
Total guardian	1966	1003	27
(2998)	(62.6%)	(37.3%)	(100%)

62.6% of guardians have reported that their children will keep on attending school even if MDM is discontinued. However, 37.3% of guardians have reported otherwise (Table 6-9).

TABLE 6-10
DETAILS ON CHILD'S HEALTH AFTER CONSUMING MDM IN SCHOOL

DISTRICT	Child falling sick after consuming MDM			Effect of MDMs on child's health		
	Yes	No	NB	Improved	Not improved	NB
Jaisangarh	30	255	17	187	15	9
Matha	41	269	9	193	14	1
Murshidabad	44	246	10	158	15	6
Bardham	11	263	6	123	0	1
South 24 Parganas	9	202	9	92	4	3
Total guardian	135	1035	42	653	43	10
(2998)	(4.5%)	(34.5%)	(1.4%)	(21.8%)	(1.4%)	(0.3%)

94% of surveyed guardians have confirmed that their children have not fallen sick due to consumption of mid-day meal in the school (Table-G 10). But only 23% of guardians have declared improved health status of their wards. Moreover, 74.7% of guardians have mentioned that there has been no change in the health of the children. 1.4% of guardians have actually reported deterioration of health of their children due to MDM.

FIGURE-G 10

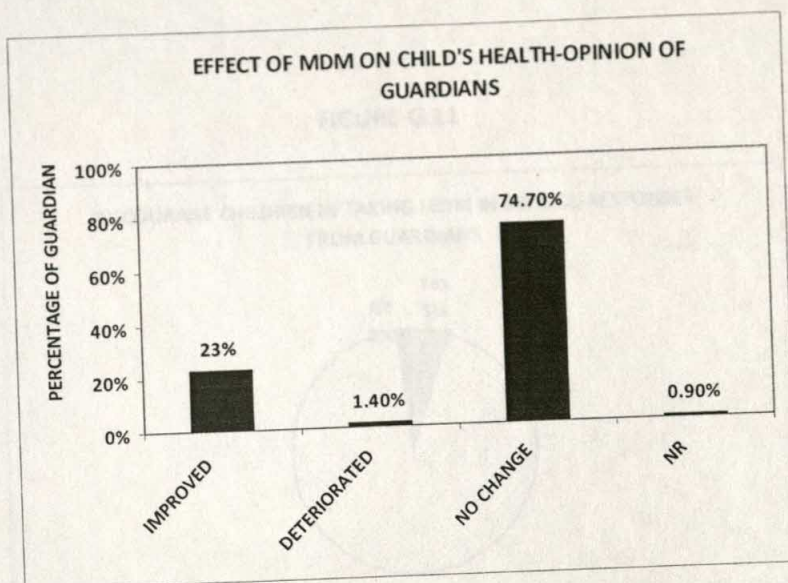


TABLE -G 11
VIEW ON CONTINUATION OF COOKED MDMS IN SCHOOL

DISTRICT	Discourage children in taking cooked MDM in school			Continuation of Cooked MDMS		
	YES	NO	NR	YES	NO	NR
Jalpaiguri	30	550	16	567	24	5
Malda	49	545	6	469	131	0
Murshidabad	39	551	10	537	59	4
Bankura	6	584	10	581	15	4
South 24 Parganas	28	566	6	526	64	10
Total guardian (2996)	152 (5.1%)	2796 (93.3%)	48 (1.6%)	2680 (89.4%)	293 (9.8%)	23 (0.8%)

93.3% of surveyed guardians have reported that they do not discourage their children from taking cooked MDM in the school (Table-G 11). This is probably because of their socio-economic background (Table-G 3 & G 4). However, 5.1% of guardians say that they do discourage their wards from taking MDM in the school. 1.6% of guardians refrained from answering this survey question. 89.4% of guardians want this scheme to continue in the school as against 9.8% of guardians who don't want its continuation. They give the following reasons:

1. Study time in the school gets shortened due to teachers' involvement in the scheme.

95% of surveyed guardians have confirmed that their children have not fallen sick due to consumption of raw soy meal in the school (Table-6-10). But only 23% of guardians have obtained improved health status of their wards. Moreover, 34.7% of guardians have mentioned that there has been no change in the health of the children. 1.6% of guardians have actually reported deterioration of health of their children due to MDM.

FIGURE-6-10



TABLE-6-11
VIEW ON CONTRIBUTION OF COOKED MDM IN SCHOOL

DISTRICT	Discourage children in taking cooked MDM in school		Contribution of cooked MDM	
	YES	NO	YES	NO
Jaipur	30	220	303	34
Maharashtra	43	245	488	131
Mumbai	30	251	281	20
Bombay	6	264	271	12
South 24 Parganas	28	206	234	64
Total	137	1786	1880	383
Guardians (2006)	2.1%	10.3%	10.3%	10.3%

88.3% of surveyed guardians have reported that they do not discourage their children from taking cooked MDM in the school (Table-6-11). This is probably because of their socio-economic background (Table-6-5 & 6-4). However, 2.1% of guardians say that they do discourage their wards from taking MDM in the school. 1.6% of guardians refused from answering this survey question. 88.3% of guardians want the scheme to continue in the school as against 3.8% of guardians who don't want its continuation. They give the following reasons:

1. Study time in the school gets shortened due to teachers' involvement in the scheme.

2. Children become inattentive after having MDM.
3. Poor quality of food grains is provided.
4. Nutritious meal is not provided.
5. Poor standard of cooking.
6. Meal provided is very hot and often is not tasty etc.

FIGURE-G 11

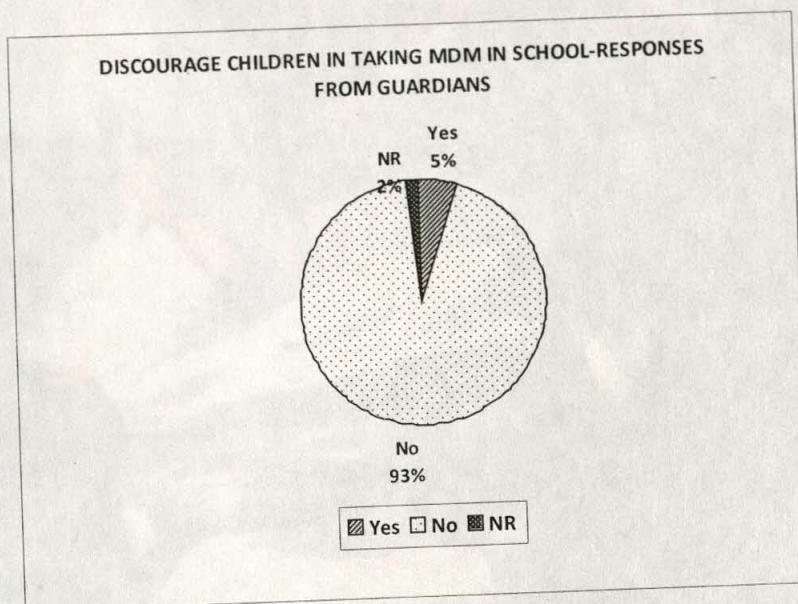
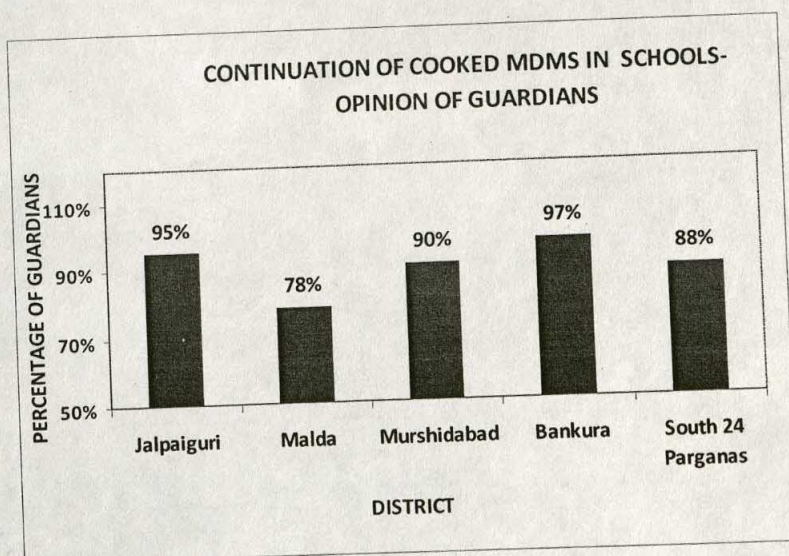


FIGURE-G 12



1. Children become restless after having lunch
2. Poor quality of food grains is provided
3. Nutritious food is not provided
4. Poor standard of cooking
5. Food provided is very hot and often is not tasty etc.

FIGURE 3.1

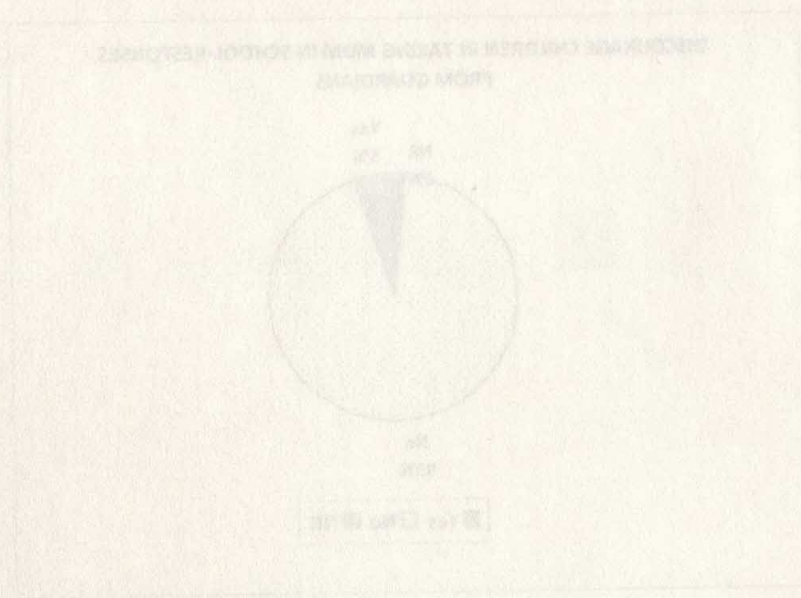
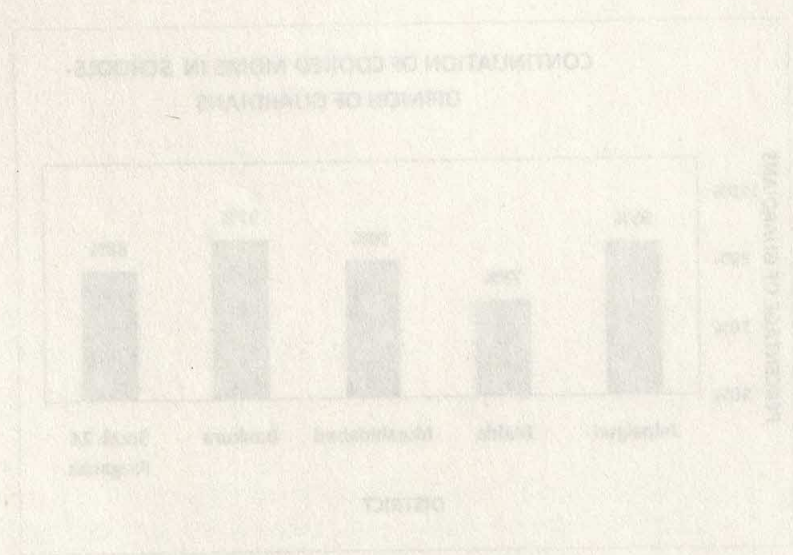
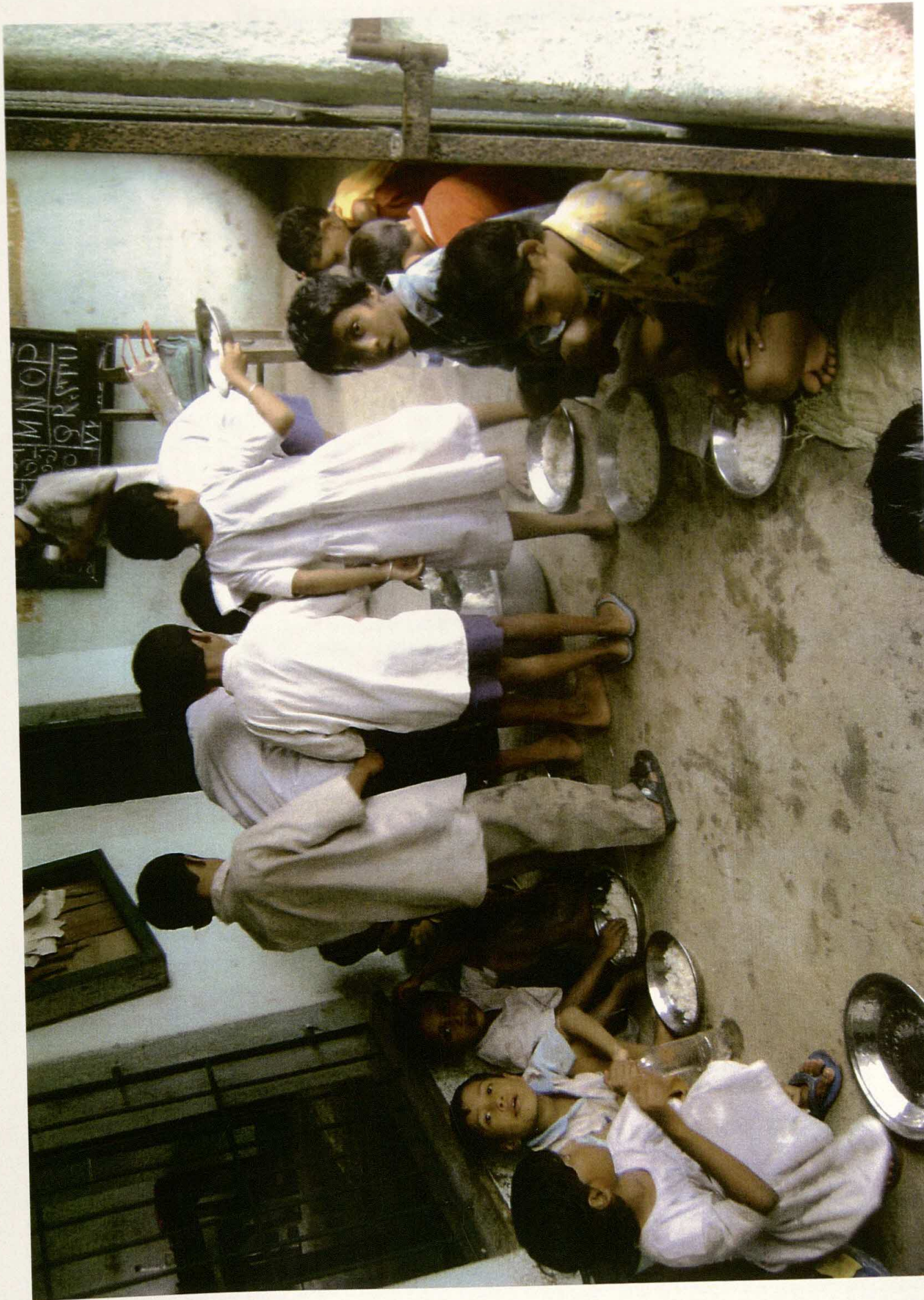


FIGURE 3.2





RESPONSES FROM THE STUDENTS**Sample Profile:**

Number of districts: 5 (Jalpaiguri, Malda, Murshidabad, Bankura, South 24 Parganas)

Number of surveyed schools [5 districts @120 schools (including SSKs)/district]: 600

Target number of students [5 districts @120 schools (including SSKs)/district @ 5 students /school]: 3000

TABLE -S 1
CATEGORY OF SURVEYED STUDENTS

DISTRICT	GEN	SC	ST	OBC	MINORITY	NR	TOTAL
Jalpaiguri	168	217	164	25	22	0	596
Malda	82	162	44	58	241	13	600
Murshidabad	132	114	10	4	332	8	600
Bankura	171	208	132	67	12	9	599
South 24 Parganas	164	225	22	17	166	6	600
Total students	717 (23.9%)	926 (31%)	372 (12.4%)	171 (5.7%)	773 (25.8%)	36 (1.2%)	2995

The survey has been conducted on class - IV students of 600 primary schools (including SSKs). Targeted number of students for the survey was 3000. Responses could be obtained from 2995 students. Category-wise distribution of the students is shown in Table-S 1.

FIGURE-S 1

CATEGORY OF SURVEYED STUDENTS

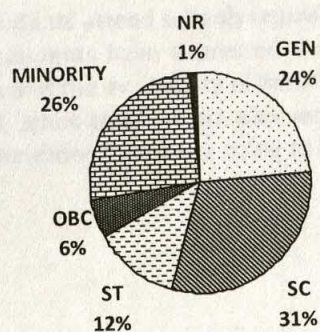


TABLE-2.2
SCHOOL TIMING OF SURVEYED STUDENTS

DISTRICT	MORNING SHIFT	DAY SHIFT	NR	TOTAL
Jalpaiguri	17	307	1	325
Maldah	83	202	1	286
Murshidabad	32	202	7	241
Bankura	81	210	8	299
South 24 Parganas	2	252	10	264
Total students	668 (53.3%)	2301 (76.7%)	36 (10.9%)	2999

Table-2 shows that 668 (53.3%) students attend morning school whereas 2301 (76.7%) students attend school during daytime.

TABLE-2.3
DETAILS ON NATURE OF ATTENDANCE OF SURVEYED STUDENTS IN SCHOOL

DISTRICT	Nature of attendance			Attends towards attending school		
	REGULAR	IRREGULAR	NR	LIKES	DISLIKES	NR
Jalpaiguri	249	44	3	288	6	4
Maldah	262	31	7	270	14	6
Murshidabad	288	23	3	288	14	2
Bankura	287	9	1	288	1	3
South 24 Parganas	272	22	4	288	2	3
Total students	2841 (94.9%)	122 (4.2%)	19 (0.6%)	2877 (97.3%)	47 (1.6%)	36 (1.2%)

Table-2.3 shows that nearly 95% of students attend school regularly and only 4.2% of students are irregular in their attendance. Moreover, 97.3% of students have expressed that they like attending school. The reasons mentioned by them are both education and the availability of WDA in school. Furthermore, they say that they can play with their friends in the school. Schoolteachers are also very affectionate. 43 surveyed students, on the other hand, do not want to study and therefore do not like going to school.

FIGURE-S 2

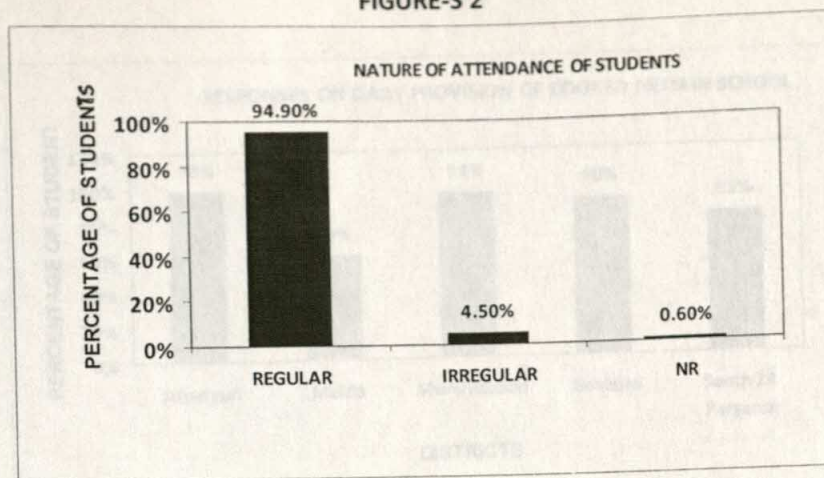


TABLE -S 3.2
ACCOMPANIMENT OF YOUNGER SIBLINGS TO SCHOOL (UNDER AGE)

DISTRICT	YES	NO	NR
Jalpaiguri	366	220	10
Malda	386	208	6
Murshidabad	336	254	10
Bankura	340	242	17
South 24 Parganas	336	257	7
Total students (2995)	1764 (58.9%)	1181 (39.4%)	50 (1.7%)

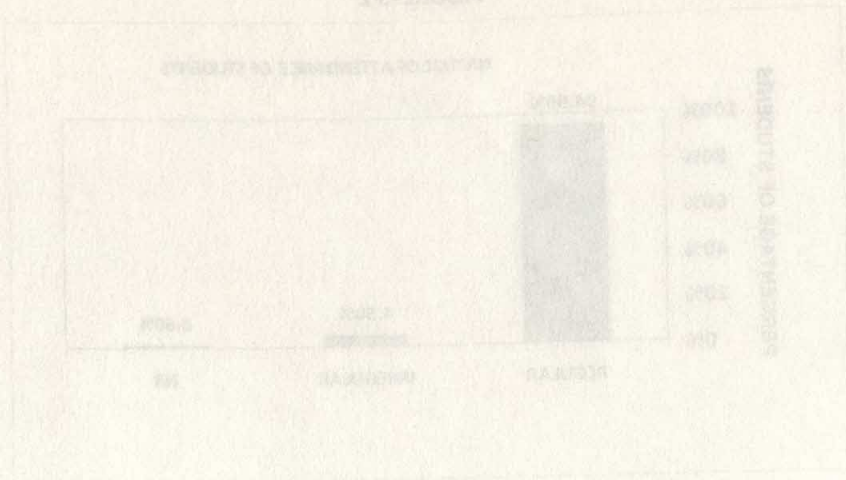
Table-S 3.2 shows that 58.9% of students are accompanied by their underage younger siblings to school.

TABLE -S 4 .1
DETAILS ON PROVISION OF COOKED MDM IN SCHOOL

DISTRICT	Daily provision of cooked MDM			Provision of cooked MDM every Saturday		
	Yes	No	NR	Yes	No	NR
Jalpaiguri	588	5	3	24	568	4
Malda	361	236	3	100	499	1
Murshidabad	565	35	0	101	499	0
Bankura	542	46	11	186	399	14
South 24 Parganas	484	112	4	259	334	7
Total students (2995)	2540 (84.81%)	434 (14.49%)	21 (0.7%)	670 (22.37%)	2299 (76.76%)	26 (0.87%)

Table-S 4.1 confirms that 84.81% of students get mid-day meal from schools. However, 434 students (14.49%) say that they do not get meals on daily basis, maximum students amongst them are from the districts of Malda and South 24 Parganas. 76.76% of students say that they do not get meals on Saturday. However 22.37% of students declare that they do get MDM on Saturday.

FIGURE 2-2

TABLE 2-2.3
ACCOMPLISHMENT OF YOUNGER STUDENTS TO SCHOOL (UNDER AGE)

DISTRICT	YES	NO	NR
Jalisco	368	230	10
Mexico	368	230	8
Michoacán	368	230	10
Sonora	368	230	10
South 24	368	230	7
Pánuco	368	230	7
Total students	1704	1181	50
(2005)	(84.81%)	(59.49%)	(1.34%)

Table 2.2 shows that 84.81% of students are not responsible for their younger siblings going to school.

TABLE 2-2.1
DETAILS ON PROVISION OF COOKED MEAL IN SCHOOL

DISTRICT	YES	NO	NR	PROVISION OF COOKED MEAL IN SCHOOL	NR
Jalisco	368	230	10	PROVISION OF COOKED MEAL IN SCHOOL	10
Mexico	368	230	8	PROVISION OF COOKED MEAL IN SCHOOL	8
Michoacán	368	230	10	PROVISION OF COOKED MEAL IN SCHOOL	10
Sonora	368	230	10	PROVISION OF COOKED MEAL IN SCHOOL	10
South 24	368	230	7	PROVISION OF COOKED MEAL IN SCHOOL	7
Pánuco	368	230	7	PROVISION OF COOKED MEAL IN SCHOOL	7
Total students	1704	1181	50	PROVISION OF COOKED MEAL IN SCHOOL	50
(2005)	(84.81%)	(59.49%)	(1.34%)	PROVISION OF COOKED MEAL IN SCHOOL	(1.34%)

Table 2.1 confirms that 84.81% of students get mid-day meal from schools. However, 414 students (24.45%) say that they do not get meals on daily basis. Maximum students among them are from the district of Jalisco and South 24 Pánuco. 70.76% of students say that they do not get meal on Saturday. However, 21.37% of students believe that they do get MDM on Saturday.

FIGURE-S 3

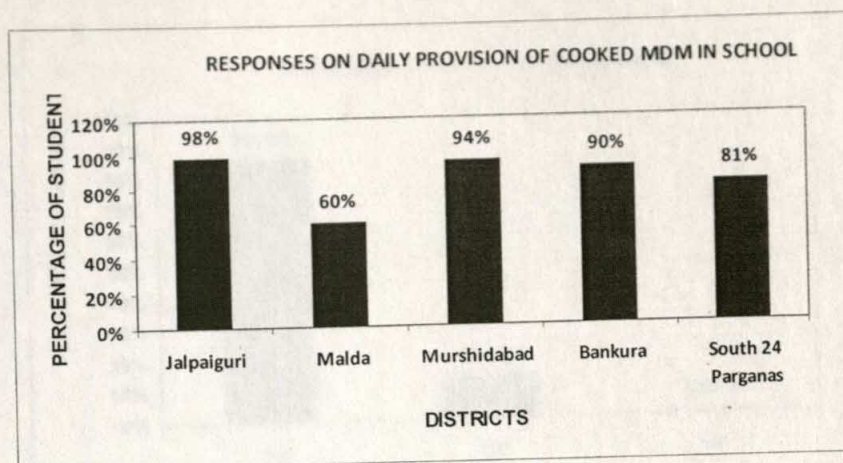


FIGURE-S 4

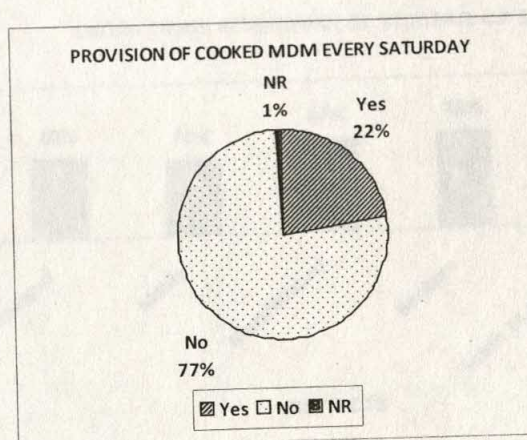


TABLE -S 4.2
ATTENDANCE OF STUDENTS IN SCHOOL EVERY SATURDAY

DISTRICT	SATURDAY ATTENDANCE OF STUDENTS		
	YES	NO	NR
Jalpaiguri	493	100	3
Malda	477	118	5
Murshidabad	522	74	4
Bankura	525	66	8
South 24 Parganas	537	57	4
Total students (2993)	2554 (85.3%)	415 (13.9%)	24 (0.8%)

85.3% of surveyed students say that they attend schools on Saturday (Table-S 4.2).

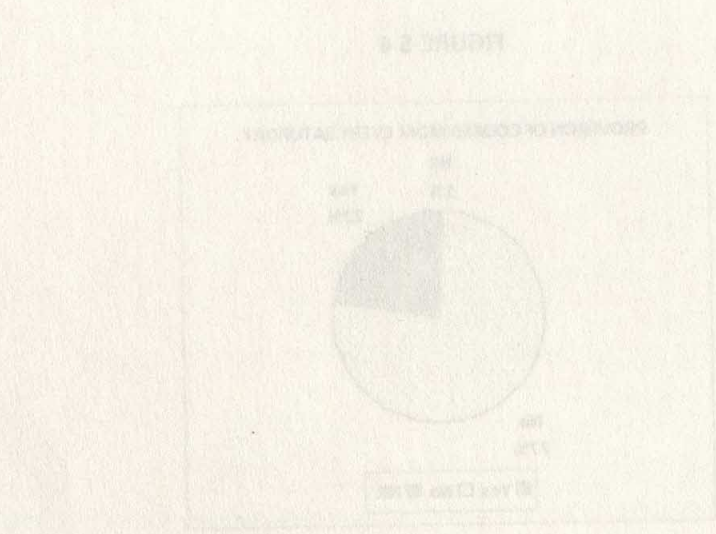


TABLE 2-4.3

ATTENDANCE OF STUDENTS IN SCHOOL EVERY SATURDAY

DISTRICT	YES	NO	NOT SURE
Jambhoni	483	100	3
Wale	413	118	2
Warkhanda	353	14	1
Warkhanda	353	66	2
South 24 Parganas	353	24	1
Total students	1554	412	24
	(85.3%)	(13.9%)	(0.8%)

85.3% of surveyed students say that they attend school on Saturday (Table 2-4.3)

FIGURE-S 5

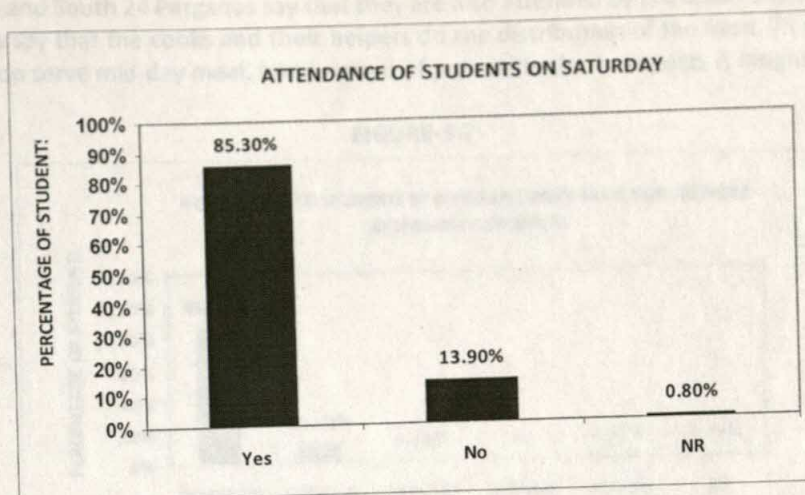


FIGURE-S 6

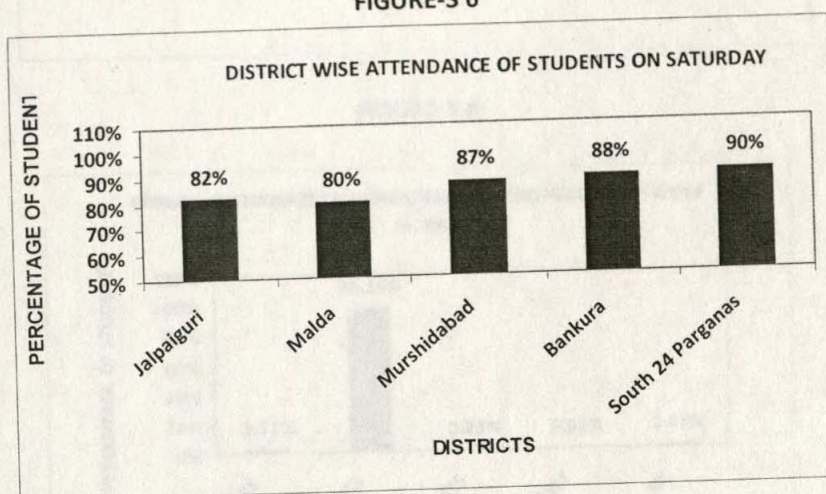


TABLE -S 4.3

DETAILS ON ASSISTANCE PROVIDED BY DIFFERENT INDIVIDUALS DURING MDMS IN SCHOOLS

DISTRICT	Attendance to students by individuals during MDMS						Individuals helping in distribution of MDM				
	TEACHERS	COOKS & HELPERS	PARENTS	OUTSIDE PEOPLE	NO ONE	NR	TEACHERS	COOKS & HELPERS	PARENTS	OUTSIDE PEOPLE	NR
Jalpaiguri	546	33	0	0	14	3	25	565	0	0	6
Malda	488	108	1	0	1	2	3	587	5	0	5
Murshidabad	550	43	0	0	0	7	38	548	0	0	14
Bankura	556	38	0	0	0	5	0	591	2	0	6
South 24 Parganas	453	135	0	0	5	5	9	587	0	1	1
Total students (2993)	2593 (86.63%)	357 (11.93%)	1 (0.03%)	0	20 (0.67%)	22 (0.74%)	75 (2.51%)	2878 (96.16%)	7 (0.23%)	1 (0.03%)	32 (1.07%)

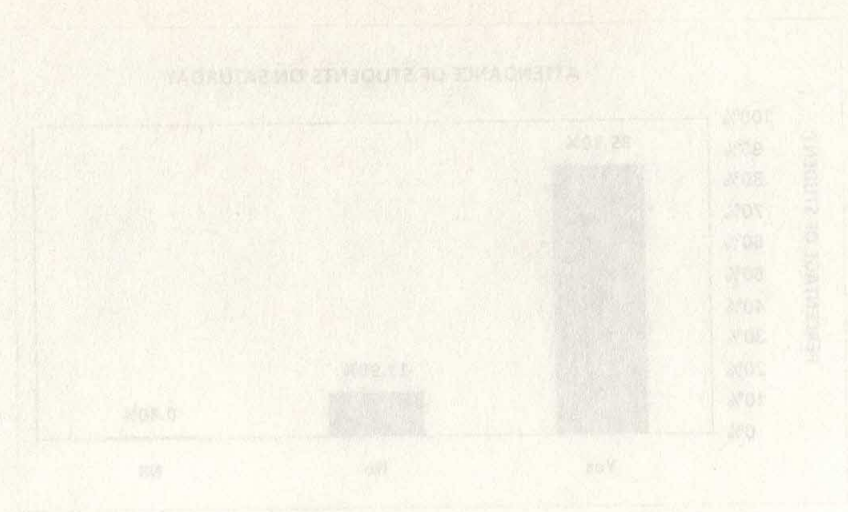


FIGURE 2-B



TABLE-2-A.3

DETAILS ON ASSISTANCE PROVIDED BY DIFFERENT INDIVIDUALS - DURING MONS IN SCHOOLS

DISTRICT	Attendance to students by individuals during MONS					Individuals helping in distribution of MONS				
	DEPUTY COMMISSIONER	DEPUTY DISTRICT MAGISTRATE	DEPUTY DISTRICT JUDGE	DEPUTY DISTRICT COLLECTOR	DEPUTY DISTRICT CHIEF MAGISTRATE	DEPUTY DISTRICT CHIEF MAGISTRATE	DEPUTY DISTRICT CHIEF MAGISTRATE	DEPUTY DISTRICT CHIEF MAGISTRATE	DEPUTY DISTRICT CHIEF MAGISTRATE	DEPUTY DISTRICT CHIEF MAGISTRATE
Lathapur	245	12	0	0	0	2	25	105	0	0
Nellore	450	105	1	0	1	1	1	35	0	0
Machilipatnam	250	45	0	0	0	1	35	250	0	15
Bapatla	250	35	0	0	0	2	0	250	0	0
Guntur	475	135	0	0	0	2	2	250	0	1
Total	1565	357	1	0	1	12	25	1250	0	15
Students (1993)	(6634)	(2137)	(100)	(100)	(100)	(100)	(100)	(100)	(100)	(100)

86.63% of students say that teachers supervise them during mid-day meal in school (Table-S 4.3). Students mainly from Malda and South 24 Parganas say that they are also attended by the cooks and helpers during MDM. 96.16% of students say that the cooks and their helpers do the distribution of the food. 75 students (2.51%) say that the teachers too serve mid-day meal. Involvement of parents in these respects is insignificant.

FIGURE-S 7

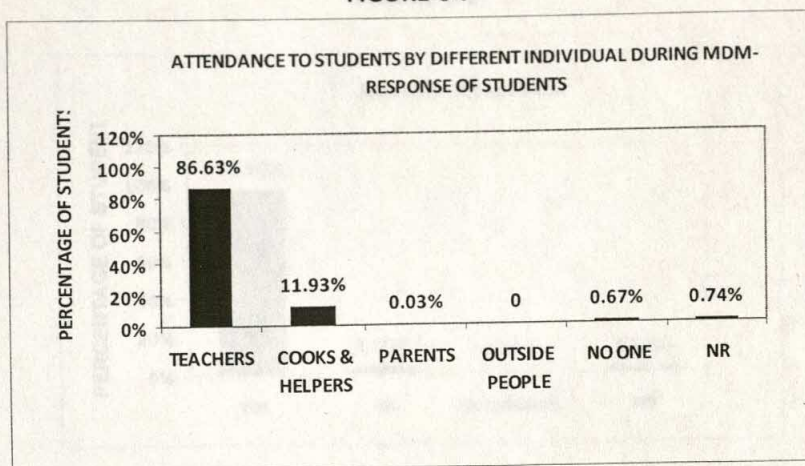


FIGURE-S 8

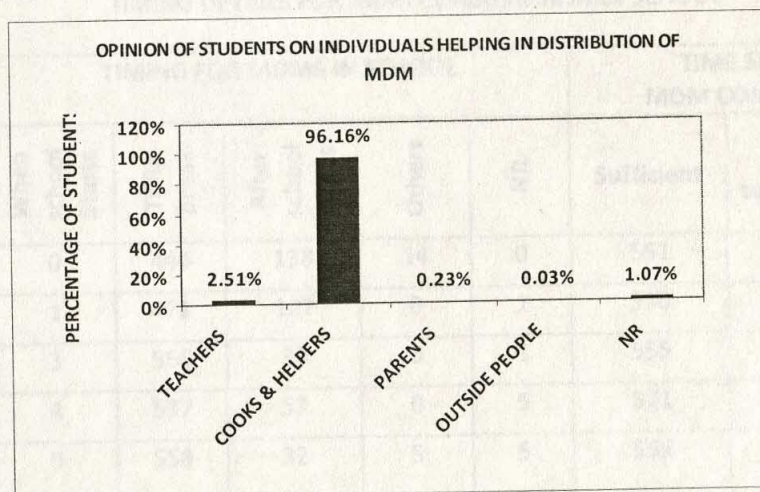


TABLE -S 4.4
DETAILS OF CONSUMPTION OF COOKED MDM BY STUDENTS

DISTRICT	Students taking MDM in school				Full consumption of served food		
	Yes	No	Occasionally	NR	Yes	No	NR
Jalpaiguri	582	10	2	2	517	61	18
Malda	556	32	0	12	536	61	3
Murshidabad	568	19	0	13	454	134	12
Bankura	574	7	0	18	533	50	16
South 24 Parganas	582	13	0	5	492	102	6
Total students (2995)	2862 (95.56%)	81 (2.7%)	2 (0.07%)	50 (1.67%)	2532 (84.54%)	408 (13.62%)	55 (1.84%)

20.8% of students say that teachers observe them during mid-day meal in school (Table-2.4.3). Study-12 mainly from districts and South 24 Parganas say that they are also attended by the cooks and helpers during MDM. 95.16% of students say that the cooks and other helpers in the distribution of the food. 75 students (3.21%) say that the teachers too come mid-day meal. Involvement of all staff in these meals is a significant.

FIGURE-2.1

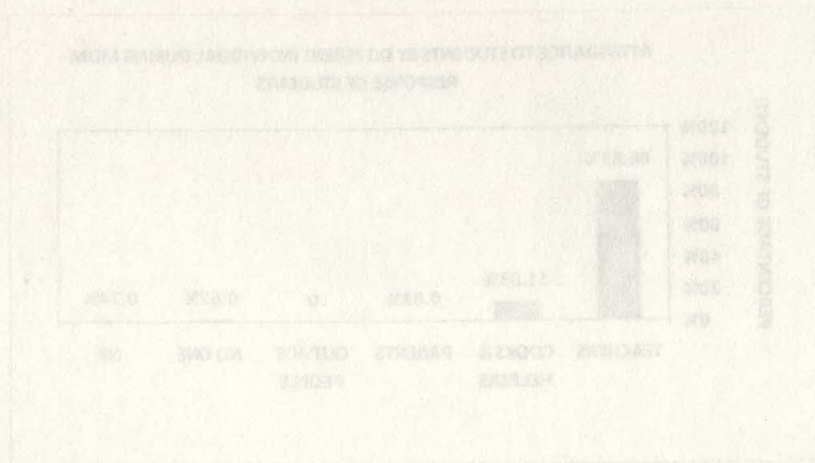


FIGURE-2.2

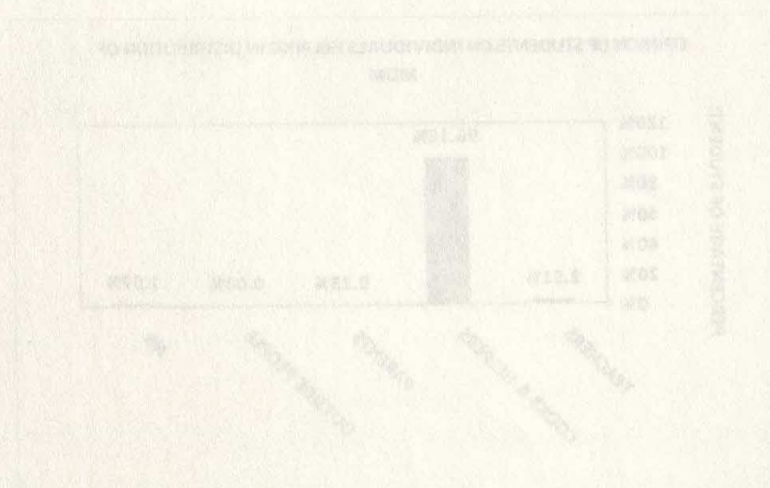


TABLE-2.4.4
DETAILS OF CONSUMPTION OF COOKED MDM BY STUDENTS

DISTRICT	Students taking MDM in school			Full consumption of served food	
	Yes	No	Occasionally	Yes	No
Barakpur	583	10	2	213	21
Malda	358	32	0	336	64
Murshidabad	568	18	0	424	174
Bankura	374	7	0	344	20
South 24 Parganas	983	13	0	483	102
Total	2863	81	2	2551	408
Students (59%)	(95.36%)	(2.73%)	(0.07%)	(81.94%)	(12.62%)

95.56% of surveyed students say that they take mid-day meals in schools. But 2.7% of students say that they do not take MDM. 84.54% of students affirm that they consume the entire quantity of served food. 13.62% of students say that they are not able to eat all the food that is served to them (Table-S 4.4).

FIGURE-S 9

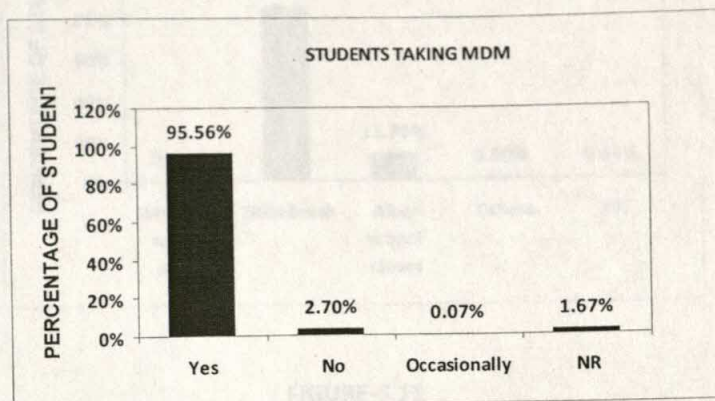


TABLE -S 4.5
TIMING DETAILS FOR MDM CONSUMPTION IN SCHOOL

DISTRICT	TIMING FOR MDMS IN SCHOOL					TIME SPAN FOR MDM CONSUMPTION		
	When school Starts	Tiffin Break	After school closes	Others	NR	Sufficient	In sufficient	NR
Jalpaiguri	0	444	138	14	0	551	39	6
Malda	1	471	127	0	1	570	26	4
Murshidabad	3	566	30	0	1	555	36	9
Bankura	4	537	53	0	5	571	21	7
South 24 Parganas	0	558	32	5	5	559	35	6
Total students (2995)	8 (0.3%)	2576 (86 %)	380 (12.7%)	19 (0.6%)	12 (0.4%)	2806 (93.7%)	157 (5.24%)	32 (1.06%)

86% of students tell that MDM is served during tiffin break in schools. For 12.7% of students, provision of MDM takes place after the school closes for the day. Only 8 surveyed students say that they get it before the school starts. 93.7% of students say that they get sufficient time for eating the meal in schools. This is not the case with 5.24% of students who feel that time given to them for having the meal is insufficient (Table-S 4.5).

25.58% of surveyed students say that they received dry meals in school. But 7.7% of students say that they do not take MDN. 8.84% of those who affirm that they consume the entire quantity of served food. 19.53% of students say that they are not able to eat all the food that is served to them (Table 2.4.2).

FIGURE 2.3

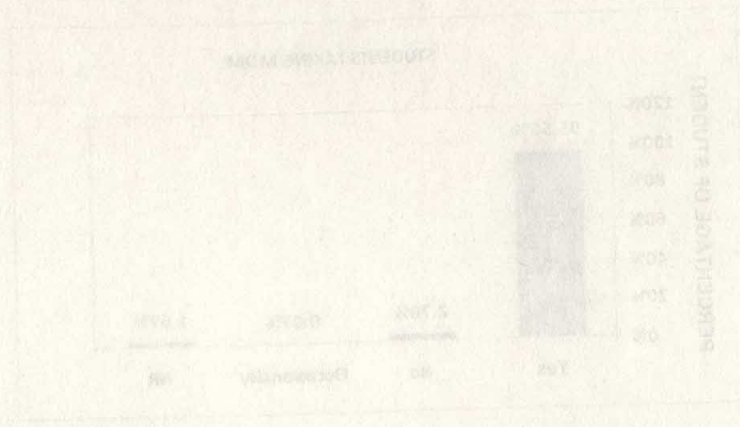


TABLE 2.4.2
TIMING DETAILS FOR MDN CONSUMPTION IN SCHOOL

DISTRICT	TIMING FOR MDN IN SCHOOL					TIME SPAN FOR MDN CONSUMPTION	
	not at all	hardly	moderate	enough	all	in sufficient	not
Aligarh	0	4	138	14	0	251	6
Kanpur	1	471	137	0	1	270	1
Muzaffarnagar	2	266	40	0	1	215	0
Bareilly	4	237	24	0	2	277	7
South Kanpur	0	222	37	2	3	266	4
Varanasi	8	2276	350	19	15	2662	33
Total	(0.3%)	(85.6%)	(13.7%)	(0.2%)	(0.4%)	(92.7%)	(1.0%)

64% of students tell that MDN is served during the break in school. For 15.36% of students, provision of MDN takes place after the school closes for the day. Only 2 surveyed students say that they eat it before the school starts. 91.7% of students say that they get sufficient time for eating the meal in school. There is not the case with 2.54% of students who feel that time given to them for having the meal is insufficient (Table 2.4.3).

FIGURE-S 10

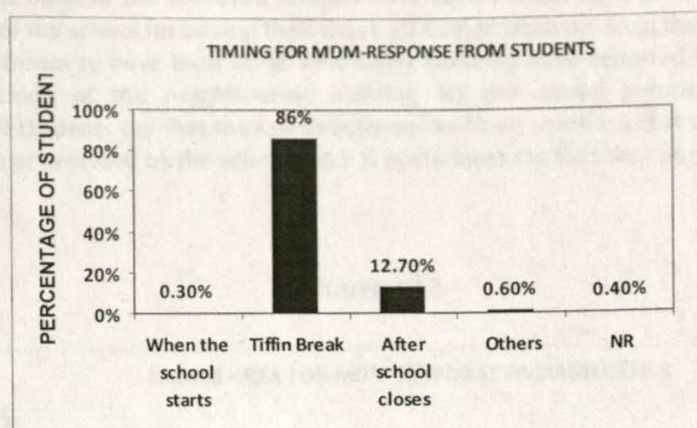


FIGURE-S 11

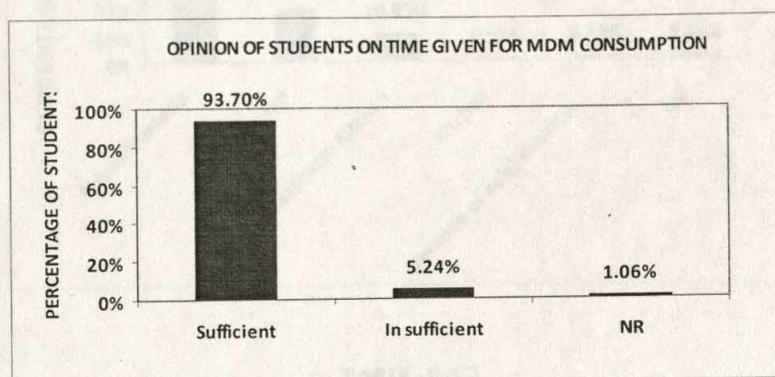


TABLE -S 4.6
DETAILS ON SEATING ARRANGEMENTS OF STUDENTS DURING MDM IN SCHOOL

DISTRICT	EATING AREA FOR MDM IN SCHOOL						SEATING PROVISION IN EATING AREA					
	SCHOOL VERANDA	PLAYGROUND	CLASSROOM	KITCHEN	VERANDA. OF NEIGHBOURING BUILDING	NR	FLOORS	BENCH	ASANA BROUGHT BY YOU	ASANA PROVIDED BY SCHOOL	GROUND	NR
Jalpaiguri	295	262	34	0	2	3	279	6	41	24	242	4
Malda	428	125	36	0	5	6	343	5	46	37	165	4
Murshidabad	319	178	71	8	6	18	305	5	82	24	167	17
Bankura	497	36	30	14	16	6	356	3	39	77	117	7
South 24 Parganas	394	17	154	6	22	7	257	47	151	99	42	4
Total students (2995)	1933 (64.54%)	618 (20.63%)	325 (10.85%)	28 (0.93%)	51 (1.7%)	40 (1.35%)	1540 (51.4%)	66 (2.2%)	359 (12%)	261 (8.7%)	733 (24.5%)	36 (1.2%)

Table-S 4.6 reveals that none of the surveyed schools have separate eating area. 64.54% of students say that they sit in the veranda of the school for having their meal. 20.63% of students sit in the playground and 10.85% of students sit in the classroom to have their meal. Few other students have reported that they sit in the kitchen and even in the veranda of the neighbouring building for the above purpose. Regarding the seating arrangements, 51.4% of students say that they sit directly on the floor, some say that they sit on the asanas/mats either brought by them or provided by the school. 24.5 % of students say that they sit on the ground to have their meal.

FIGURE-S 12

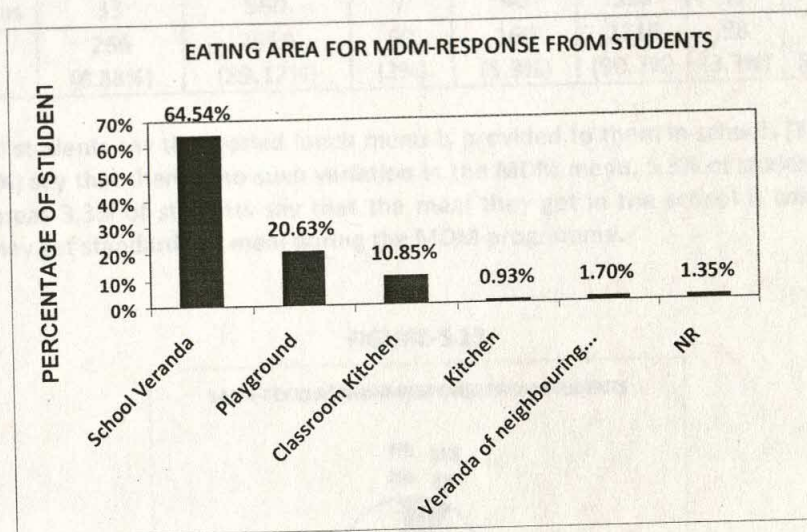


TABLE -S 4.7
DETAILS ON CLEANLINESS OF EATING AREA AS REPORTED BY SURVEYED STUDENTS

DISTRICT	CLEANLINESS OF EATING AREA		
	YES	NO	NR
Jalpaiguri	533	51	12
Malda	528	68	4
Murshidabad	550	27	23
Bankura	583	7	9
South 24 Parganas	568	27	5
Total students (2995)	2762 (92.2%)	180 (6 %)	53 (1.8%)

92.2 % of students observe that the eating areas in school generally remain clean, however 6% of students say the opposite (Table-S 4.7). The responsibility of cleaning the eating area is taken up by the cooks/helpers. Students declare that they themselves also clean the area after eating.

Table 2.4.3 reveals that none of the surveyed schools have separate eating area. 64.2% of students say that they sit in the veranda of the school for having their meal. 20.8% of students sit in the playground and 15.8% of students sit in the classroom. Few other students have reported that they sit in the kitchen and even in the veranda of the neighbouring building in the above purpose. Regarding the seating arrangements, 51.8% of students say that they sit directly on the floor, some say that they sit on the arrangements either provided by them or provided by the school. 24.2% of students say that they sit on the ground to have their meal.

FIGURE 2.4.3

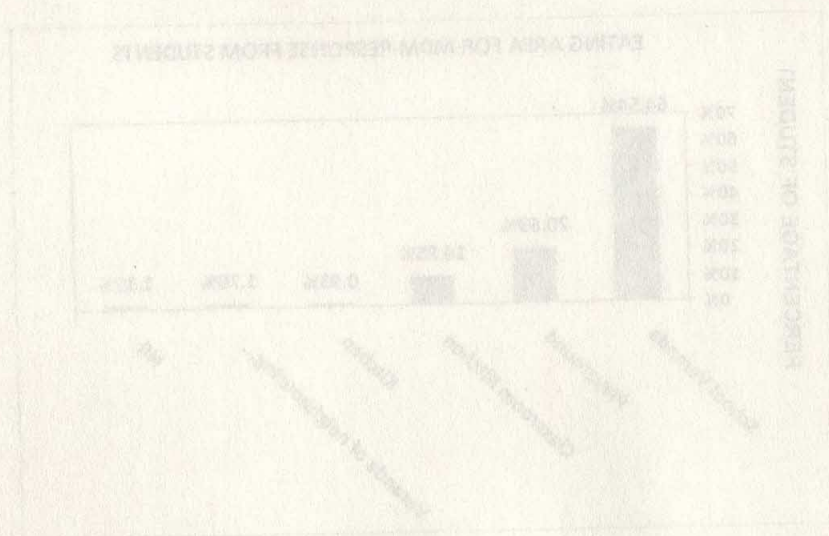


TABLE 2.4.7
DETAILS ON CLEANLINESS OF EATING AREA AS REPORTED BY SURVEYED STUDENTS

DISTRICT	CLEANLINESS OF EATING AREA	
	YES	NO
Indragiri	233	21
Malaka	238	68
Murudang	220	17
Rehata	203	7
South 24 Parganas	368	23
Total students	1362	107
(99%)	(99.2%)	(0.8%)

92.3% of students observe that the eating area in school generally remain clean, however 0.8% of students in the opposite (Table 2.4.7). The responsibility of cleaning the eating area is taken up by the cook/helpers. Students declare that they themselves also clean the area after eating.

TABLE -S 5.1
DETAILS OF MDM MENU AS SERVED TO STUDENTS

DISTRICT	Same food served everyday			Status of served mid-day meal			
	YES	NO	NR	Very hot	Hot	Cold	NR
Jalpaiguri	27	563	6	12	557	22	5
Malda	99	487	14	40	548	10	2
Murshidabad	57	528	15	63	530	4	3
Bankura	50	531	18	5	543	45	6
South 24 Parganas	33	560	7	40	538	17	5
Total students (2995)	266 (8.88%)	2669 (89.12%)	60 (2%)	160 (5.3%)	2716 (90.7%)	98 (3.3%)	21 (0.7%)

89.12% of surveyed students say that varied lunch menu is provided to them in schools (Table-S 5.1). However 266 students (8.88%) say that there is no such variation in the MDM menu. 5.3% of students says that they get very hot meal whereas 3.3% of students say that the meal they get in the school is cold. Notably, 90.7% of students say that they get standard hot meal during the MDM programme.

FIGURE-S 13

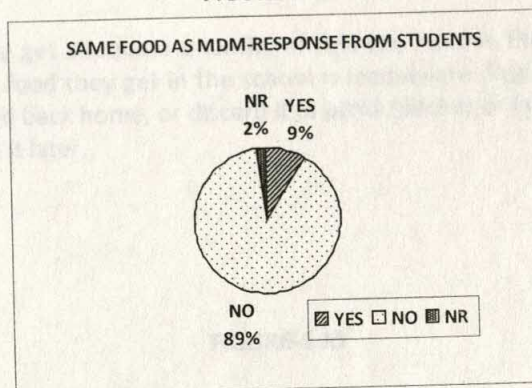


FIGURE-S 14

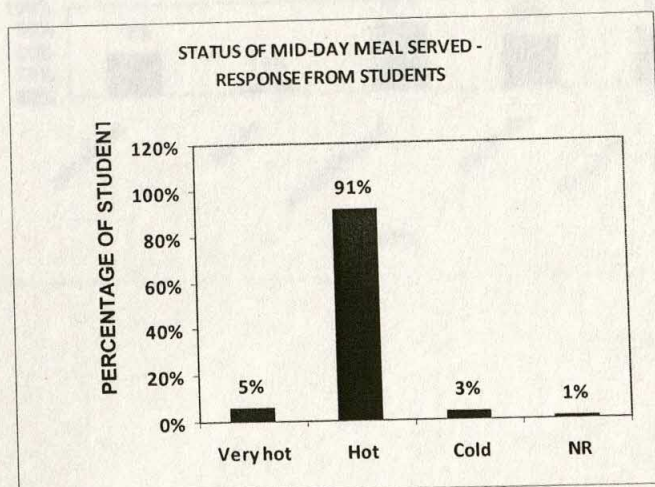


TABLE 2-31
DETAILS OF MDM MEALS AS SERVED TO STUDENTS

DISTRICT	Same food served every day			2 times or served less than 2 times		
	YES	NO	NR	Very hot	Hot	Cold
Langkawi	37	263	6	15	287	33
Malaka	99	487	14	40	248	10
Marikay	27	258	13	23	240	4
Marikay	20	231	18	2	243	25
Sulu, 24 Patangan	33	240	7	40	239	17
Total students	266	2663	60	160	2716	98
(2008)	(8.8%)	(60.1%)	(2.8)	(2.3%)	(80.7%)	(10.2%)

89.13% of surveyed students say that varied lunch menu is provided to them in schools (Table 2-31). However, 88 students (8.8%) say that there is no such variation in the MDM menu. 3.3% of students say that they get very hot meal whereas 3.3% of students say that the meal they get in the school is cold. Notably, 98.2% of students say that they are satisfied with the MDM programme.

FIGURE 2-13

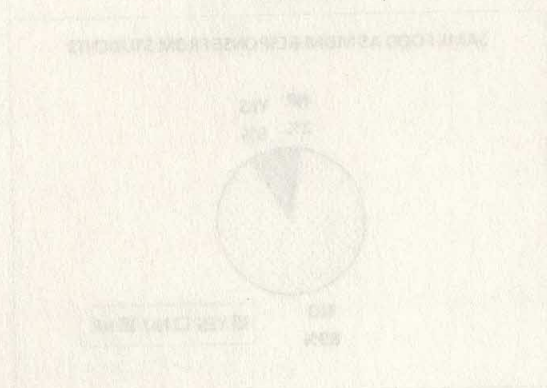


FIGURE 2-14

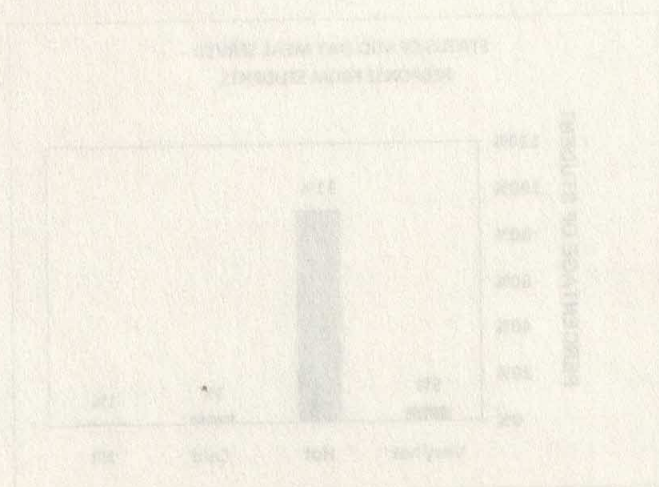


TABLE -S 5.2
DETAILS OF QUANTITY OF MDM AS SERVED TO STUDENTS

DISTRICT	Provision of adequate quantity of food during MDMS			Status of excess food after eating					
	YES	NO	NR	Take home	Discard In pond	Throw in ditches	Throw in designated dustbin	Keeping it for eating later	NR
Jalpaiguri	473	119	4	167	12	121	219	9	68
Malda	380	216	4	264	14	85	124	15	98
Murshidabad	536	60	4	302	44	45	145	27	37
Bankura	499	94	6	175	84	49	175	15	101
South 24 Parganas	510	84	6	191	210	34	79	27	59
Total students (2995)	2398 (80.1%)	573 (19.1%)	24 (0.8%)	1099 (36.7%)	364 (12.2%)	334 (11.2%)	742 (24.8%)	93 (3.1%)	363 (12%)

80.1% of students say that they get adequate quantity of mid-day meal in the school (Table-S 5.2). However, 19.1% of students say that the food they get in the school is inadequate. Regarding the status of excess food, 36.7% of students bring the food back home, or discard it in pond /ditches or in the designated dustbin. 3.1% of students store the food and eat it later.

FIGURE-S 15

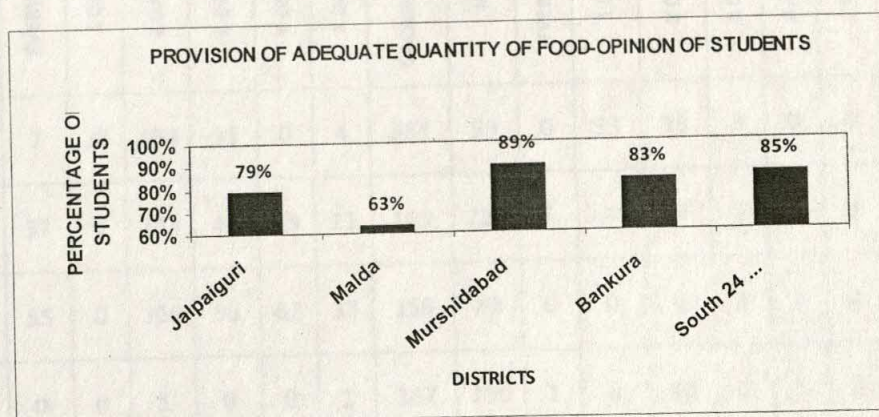


TABLE 2-22
DETAILS OF QUANTITY OF FOOD AS SERVED TO STUDENTS

DISTRICT	Provision of adequate quantity of food during MOM?		Status of excess food after eating						
	YES	NO	NR	excess left	disposed in	in waste	in waste	in waste	NR
Madhya Pradesh	473	119	4	163	12	111	119	0	48
Madhya Pradesh	380	216	4	368	14	82	154	17	98
Madhya Pradesh	236	60	4	302	14	42	142	17	37
Madhya Pradesh	153	84	6	135	84	14	172	15	101
South 24 Parganas	219	84	4	191	110	34	10	23	23
Total students (2002)	1392	573	24	1022	244	204	742	83	343
	(80.1%)	(12.1%)	(0.8%)	(36.7%)	(11.5%)	(11.1%)	(10.8%)	(3.1%)	(11.2%)

80.1% of students say that they get adequate quantity of mid-day meal in the school (Table 2-22). However, 12.1% of students say that the food they get in the school is inadequate. Regarding the status of excess food, 36.7% of students bring the food back home, or discard it in pond/trenches or in the designated dustbin. 11.5% of students store the food and eat it later.

FIGURE 2-22

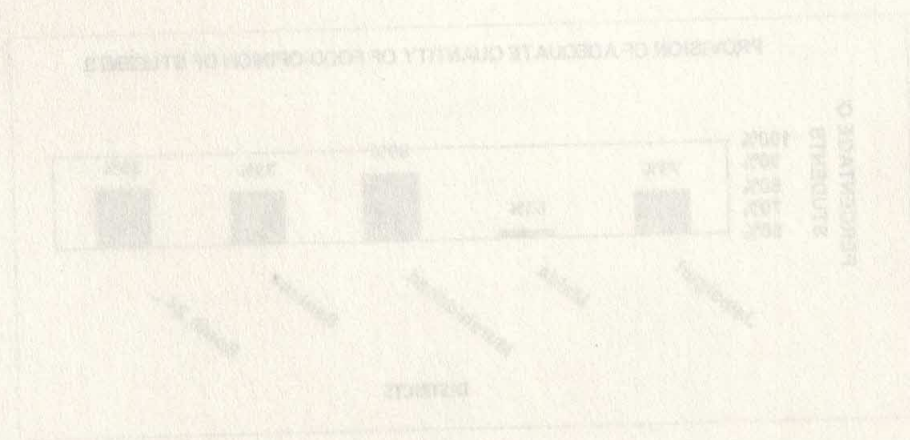


TABLE -S 6.1.1
WEEKLY DETAILS OF MDM MENU AS REPORTED BY STUDENTS

DISTRICT	RICE								DAL							
	EVERYDAY	1 DAY	2 DAYS	3 DAYS	4 DAYS	5 DAYS	OCCASIONALLY	NR	EVERYDAY	1 DAY	2 DAYS	3 DAYS	4 DAYS	5 DAYS	OCCASIONALLY	NR
Jalpaiguri	153	0	30	169	77	148	3	16	12	7	212	87	13	39	113	113
Malda	41	0	71	93	208	118	13	56	14	3	92	112	50	49	49	231
Murshidabad	74	0	112	67	44	179	105	19	167	0	99	60	34	124	71	45
Bankura	461	0	7	0	0	125	0	6	455	0	10	9	9	98	10	8
South 24 Parganas	238	0	2	2	32	319	3	4	63	2	218	98	31	63	101	24
Total students (out of 2995)	967	0	222	331	361	889	124	101	711	12	631	366	137	373	344	421

TABLE -S 6.1.2
WEEKLY DETAILS OF MDM MENU AS REPORTED BY STUDENTS

DISTRICT	KHICHURI								FISH							
	EVERYDAY	1 DAY	2 DAYS	3 DAYS	4 DAYS	5 DAYS	OCCASIONALLY	NR	EVERYDAY	1 DAY	2 DAYS	3 DAYS	4 DAYS	5 DAYS	OCCASIONALLY	NR
Jalpaiguri	7	28	184	31	0	4	283	59	0	93	13	3	0	0	208	279
Malda	37	6	143	47	29	11	105	222	6	4	37	1	0	0	188	364
Murshidabad	55	0	106	93	62	37	158	89	0	0	0	3	2	2	156	419
Bankura	0	0	1	0	0	1	367	230	1	0	40	0	5	1	241	311
South 24 Parganas	23	2	40	5	1	1	291	237	15	3	52	25	13	3	268	221
Total students (out of 2995)	122	36	474	176	92	54	1204	837	22	100	142	32	20	6	1061	1612

WEEKLY DETAILS OF MIDM MEALS AS REPORTED BY STUDENTS
TABLE-26.1.1

DISTRICT	RICE									
	WAGHAT	WAGHAT	WAGHAT	WAGHAT	WAGHAT	WAGHAT	WAGHAT	WAGHAT	WAGHAT	WAGHAT
Palghat	153	0	10	108	27	108	9	16	18	10
Malda	41	0	21	60	500	118	13	36	14	9
Morshidabad	24	0	112	63	68	113	102	18	18	0
Barak	481	0	1	0	0	113	0	0	102	0
South SA	338	0	2	3	28	410	4	62	2	110
Total	947	0	235	381	561	828	126	104	111	12
Students (out of 2022)	947	0	235	381	561	828	126	104	111	12

WEEKLY DETAILS OF MIDM MEALS AS REPORTED BY STUDENTS
TABLE-26.1.2

DISTRICT	KICCHURI									
	WAGHAT	WAGHAT	WAGHAT	WAGHAT	WAGHAT	WAGHAT	WAGHAT	WAGHAT	WAGHAT	WAGHAT
Palghat	1	28	104	81	0	4	263	80	0	23
Malda	27	6	148	47	36	11	102	222	6	1
Morshidabad	22	0	106	93	63	33	128	80	0	0
Barak	0	0	1	0	0	1	363	230	1	0
South SA	17	1	60	2	1	1	281	297	22	1
Total	127	36	424	138	95	24	1204	881	23	100
Students (out of 2022)	127	36	424	138	95	24	1204	881	23	100

TABLE -S 6.1.3
WEEKLY DETAILS OF MDM MENU AS REPORTED BY STUDENTS

DISTRICT	EGG								VEGETABLES							
	EVERYDAY	1 DAY	2 DAYS	3 DAYS	4 DAYS	5 DAYS	OCCASIONALLY	NR	EVERYDAY	1 DAY	2 DAYS	3 DAYS	4 DAYS	5 DAYS	OCCASIONALLY	NR
Jalpaiguri	2	101	241	19	1	3	213	16	66	37	97	75	19	58	172	72
Malda	12	26	277	27	1	0	189	68	22	1	207	143	31	48	38	109
Murshidabad	0	1	168	41	3	4	335	48	224	0	52	61	47	146	47	23
Bankura	13	0	236	40	20	3	264	23	471	0	11	8	3	77	13	16
South 24 Parganas	36	9	216	54	8	3	244	30	129	3	121	81	76	63	106	21
Total students (out of 2995)	63	137	1138	181	33	13	1245	185	912	41	488	368	176	392	376	242

TABLE -S 6.1.4
WEEKLY DETAILS OF MDM MENU AS REPORTED BY STUDENTS

DISTRICT	MEAT								FRUITS							
	EVERYDAY	1 DAY	2 DAYS	3 DAYS	4 DAYS	5 DAYS	OCCASIONALLY	NR	EVERYDAY	1 DAY	2 DAYS	3 DAYS	4 DAYS	5 DAYS	OCCASIONALLY	NR
Jalpaiguri	0	13	0	0	0	2	222	358	0	0	0	0	0	0	21	575
Malda	0	15	14	0	0	0	119	452	0	1	0	0	0	0	9	590
Murshidabad	0	0	1	0	0	0	254	345	0	0	2	0	0	0	18	580
Bankura	2	0	8	1	1	3	461	123	1	0	0	0	1	2	22	573
South 24 Parganas	1	0	3	0	0	0	355	241	0	0	2	0	0	0	43	555
Total students (out of 2995)	3	28	26	1	1	5	1411	1520	1	1	4	0	1	2	113	2873

TABLE - 2.1.3

WEEKLY DETAILS OF MOM MENU AS REPORTED BY STUDENTS

DISTRICT	VEGETABLES									
	VAO1	VAO2	VAO3	VAO4	VAO5	VAO6	VAO7	VAO8	VAO9	VAO10
Tablighi	5	101	241	19	1	2	213	18	88	35
Maid	13	58	277	27	1	0	152	28	53	1
Mushdab	0	1	168	41	3	4	398	48	534	0
Banaru	13	0	236	40	20	2	284	23	431	0
South 24	26	0	216	24	8	3	244	30	129	1
Partners	26	0	216	24	8	3	244	30	129	1
Total	63	137	1138	181	33	13	1242	182	613	41
Students (out of 5992)	63	137	1138	181	33	13	1242	182	613	41

TABLE - 2.1.4

WEEKLY DETAILS OF MOM MENU AS REPORTED BY STUDENTS

DISTRICT	MEAT									
	VAO1	VAO2	VAO3	VAO4	VAO5	VAO6	VAO7	VAO8	VAO9	VAO10
Tablighi	0	13	0	0	0	0	0	0	0	0
Maid	0	12	14	0	0	0	0	0	0	0
Mushdab	0	0	1	0	0	0	0	0	0	0
Banaru	5	0	8	1	1	3	481	133	1	0
South 24	1	0	3	0	0	0	352	141	0	0
Partners	1	0	3	0	0	0	352	141	0	0
Total	6	25	17	1	1	4	1411	1220	1	1
Students (out of 5992)	6	25	17	1	1	4	1411	1220	1	1

Tables-S 6.1.1, S 6.1.2, S 6.1.3, and S 6.1.4 reveal that the students regularly get rice, dal, and vegetables during MDM. Khichuri, fish, meat and eggs are occasionally provided. Fruits are rarely given to the students.

TABLE -S 7
DETAILS ON AVAILABILITY OF WATER DURING MDMS IN SCHOOLS

DISTRICT	Source of water for washing hands before and after eating							Source of Drinking water						
	POND	WELL	TAP WATER	WATER BROUGHT FROM HOME	WATER PRESERVED IN SCHOOL	TUBE WELL	NR	POND	WELL	TAP WATER	WATER BROUGHT FROM HOME	WATER PRESERVED IN SCHOOL	TUBE WELL	NR
Jalpaiguri	0	0	332	83	38	136	7	1	0	299	110	32	145	9
Malda	16	0	217	19	16	331	1	10	0	188	45	41	315	1
Murshidabad	7	0	376	14	10	188	5	0	0	325	21	12	236	6
Bankura	21	5	349	14	5	200	5	5	3	305	37	4	239	6
South 24 Parganas	80	0	349	42	46	81	2	1	0	357	74	55	111	2
Total students (2995)	124	5	1623	172	115	936	20	17	3	1474	287	144	1046	24

Table-S 7 above shows that students mostly use tap water or tube well water for washing their hands before and after taking MDM. Pond water is also used by the students for the purpose. Drinking water is available to the students either from tap or from tube well. Some students bring water from home or use water preserved in school for the above purposes.

TABLE -S 8.1
DETAILS OF UTENSILS USED BY STUDENTS DURING MDMS

DISTRICT	Utensils used					Source of water used for washing plates /others things						
	PLATES FROM HOME	PLATES FROM SCHOOL	LEAVES OF PLANT	PAPER PLATES	NR	POND WATER	WELL	TAP WATER	WATER PRESERVED IN SCHOOL	PLATES WASHED BEFORE HANDS	PLATES NOT AT ALL WASHED	NR
Jalpaiguri	585	8	0	1	2	1	0	474	44	61	0	16
Malda	583	16	0	0	1	17	0	407	56	95	21	4
Murshidabad	589	7	0	0	4	8	0	523	9	47	1	12
Bankura	592	2	0	0	5	38	4	500	36	14	0	7
South 24 Parganas	565	22	5	0	8	77	0	459	48	14	0	2
Total students (2995)	2914 (97.3%)	55 (1.8%)	5 (0.2%)	1 (0.03%)	20 (0.6%)	141 (4.7%)	4 (0.1%)	2363 (78.9%)	193 (6.4%)	231 (7.7%)	22 (0.7%)	41 (1.5%)

Table 2-1.2 shows that students mostly use tap water or tube well water for washing their hands before and after eating. Drinking water is also used by the students for the purpose. Drinking water is available in the school for the above purposes.

TABLE - 2.1
DETAILS ON AVAILABILITY OF WATER DURING MIDWINTER

DISTRICT	Source of water for washing hands										Source of drinking water									
	Well	Tube	Hand pump	Shallow well	Deep well	Hand pump	Shallow well	Deep well	Hand pump	Shallow well	Well	Tube	Hand pump	Shallow well	Deep well	Hand pump	Shallow well	Deep well	Hand pump	Shallow well
Barisal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chittagong	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dhaka	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Khulna	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Moulvibazar	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Netaji	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
South 24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pargana	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
(2022)																				

Table 2.2 shows that students mostly use tap water or tube well water for washing their hands before and after eating. Drinking water is also used by the students for the purpose. Drinking water is available in the school for the above purposes.

TABLE - 2.2
DETAILS OF UTENSILS USED BY STUDENTS DURING MIDWINTER

DISTRICT	Utensils used										Source of water used for washing plates / cups / bowls									
	Well	Tube	Hand pump	Shallow well	Deep well	Hand pump	Shallow well	Deep well	Hand pump	Shallow well	Well	Tube	Hand pump	Shallow well	Deep well	Hand pump	Shallow well	Deep well	Hand pump	Shallow well
Barisal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chittagong	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dhaka	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Khulna	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Moulvibazar	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Netaji	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
South 24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pargana	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
(2022)																				

97.3% of students bring plates from home for having MDM in the school. 1.8% of students say that plates are provided by the school itself for the above purpose (Table-S 8.1). The plates and other cooking utensils are cleaned with tap water as reported by 78.9% of students. However 4.7% of students say that pond water is used for cleaning the utensils.

FIGURE-S 16

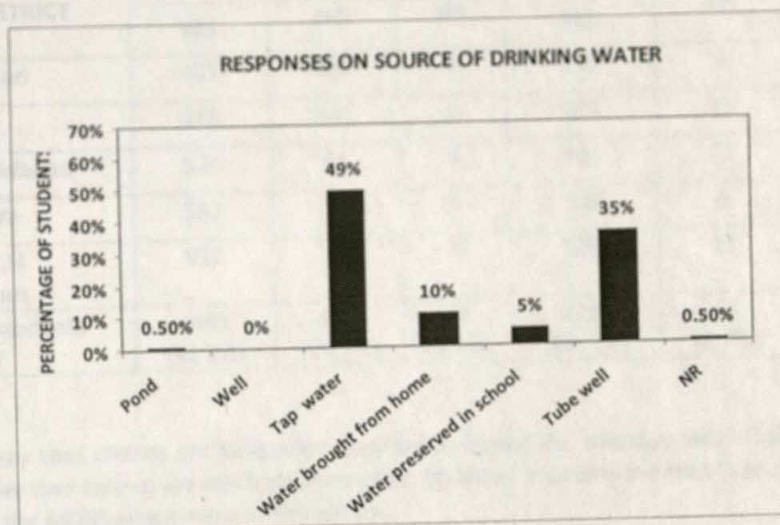


TABLE -S 8.2
DETAILS OF UTENSILS USED DURING MDMS BY STUDENTS

DISTRICT	Feeling of uneasiness while carrying plates from home		
	YES	NO	NR
Jalpaiguri	130	461	5
Malda	187	401	12
Murshidabad	73	524	3
Bankura	28	557	14
South 24 Parganas	96	485	19
Total students (2995)	514 (17.2%)	2428 (81.1%)	53 (1.7%)

Table-S 8.2 shows that 81.1% of students are comfortable carrying plates to school as against 17.2 % of students who feel uncomfortable in doing so.

53.3% of students bring plates from home for having lunch in the school. 1.5% of students say that plates are provided by the school itself for the above purpose (Table 8.2). The plates and other eating utensils are cleaned with tap water as reported by 38.3% of students. However, 4.5% of students say that hand water is used for cleaning the utensils.

FIGURE 8.2.6



TABLE 8.3
DETAILS OF UTENSILS USED DURING LUNCH BY STUDENTS

DISTRICT	Feeling of utensils while carrying	
	From home	From school
Coimbatore	130	401
Malappuram	101	401
Muzhappilangad	73	258
Palakkad	58	227
South 24 Parganas	98	422
Total students	518	1438
(Total)	(17.3%)	(82.7%)

Table 8.3 shows that 82.7% of students are comfortable carrying plates to school as against 17.3% of students who feel uncomfortable in doing so.

TABLE -S 9.1
DETAILS OF REGULARITY OF CLASSES AFTER MDMS IN SCHOOL

DISTRICT	Continuation of classes after MDM			Student attending class regularly after MDM		
	YES	NO	NR	YES	NO	NR
Jalpaiguri	401	187	8	399	2	0
Malda	443	147	10	403	35	5
Murshidabad	533	64	3	516	15	2
Bankura	552	41	6	540	5	7
South 24 Parganas	552	48	0	535	11	6
Total students (2995)	2481 (82.8%)	487 (16.3%)	27 (0.9%)	2393 (96.5%)	68 (2.7%)	20 (0.8%)

82.8% of students say that classes are held after they finish taking the mid-day meal (Table-S 9.1). However, 16.3% of students say that classes are not held thereafter. 96.5% of students say that they regularly attend class after completion of the MDM programme in the school.

FIGURE-S 17

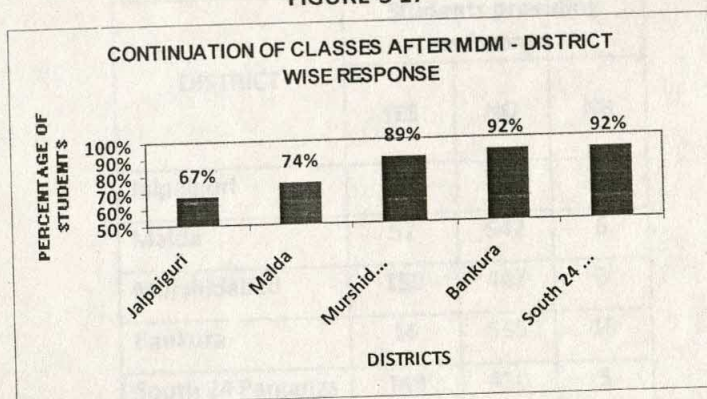


FIGURE-S 18

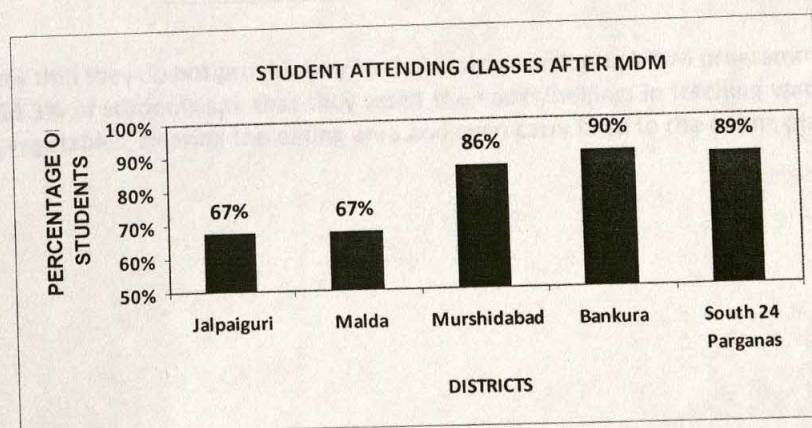


TABLE 2-1
DETAILS OF REGULARITY OF CLASSES AFTER MONDAY SCHOOL

DISTRICT	Continuation of classes after Monday		Student attending class only after Monday	
	YES	NO	YES	NO
Japan	101	187	392	7
Malta	347	147	403	38
Mauritius	233	84	318	25
Senegal	252	41	293	8
South Africa	212	48	260	11
Tanzania	142	147	289	88
Total students	(12.8%)	(15.9%)	(46.2%)	(12.1%)

81.8% of students say they continue to attend classes after Monday school. However, 12.1% of students say that classes are not held there after Monday school. This is a continuation of the MDM system in the school.

FIGURE 2-17

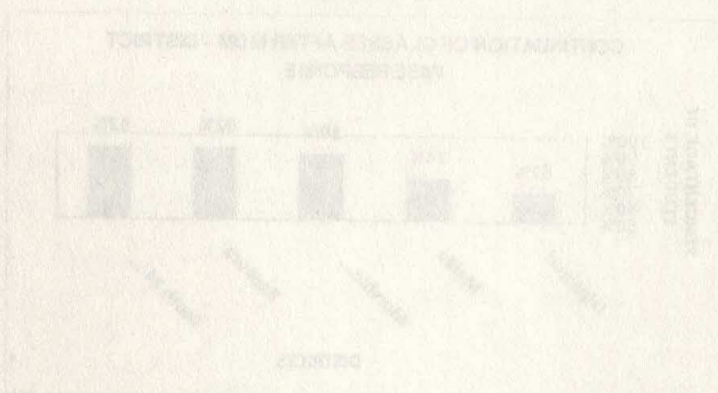


FIGURE 2-18

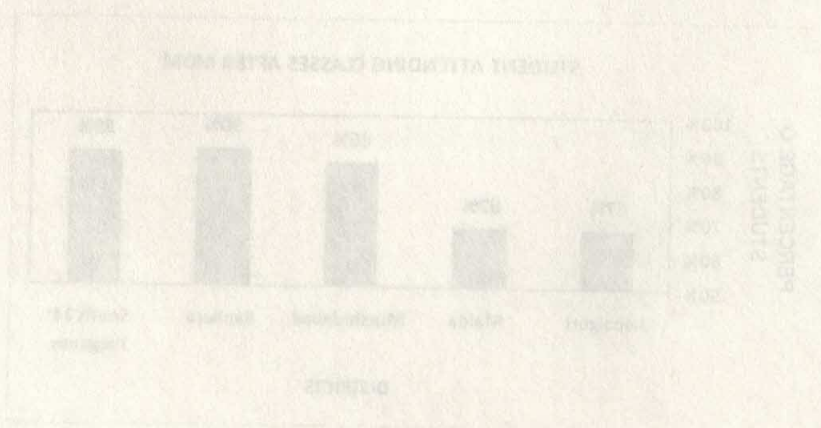


TABLE -S 9.2
DETAILS ON STUDENTS GETTING MDM WITHOUT ATTENDING CLASSES

DISTRICT	YES	NO	NR
Jalpaiguri	64	511	21
Malda	115	483	2
Murshidabad	234	360	6
Bankura	307	261	31
South 24 Parganas	93	448	59
Total students (2995)	813 (27.14%)	2063 (68.9%)	119 (3.96%)

68.9% of students say that they don't get mid-day meal if they do not attend classes (Table-S 9.2). But 27.14% of students report otherwise.

TABLE -S 9.3
ASSISTANCE PROVIDED BY STUDENTS DURING MDM SCHEME

DISTRICT	Students providing assistance		
	YES	NO	NR
Jalpaiguri	60	512	24
Malda	52	542	6
Murshidabad	150	447	3
Bankura	16	565	18
South 24 Parganas	143	450	5
Total students (2993)	421 (14.1%)	2516 (84 %)	56 (1.9%)

84% of students say that they do not provide any kind of assistance during MDM programme in the school (Table-S 9.3). However 14.1% of students say that they assist the cooks/helpers in fetching water, buying vegetables, peeling & cutting vegetables, clearing the eating area and even carry food to the eating place for distribution.

TABLE 2-2.2
DETAILS ON STUDENTS GETTING MOM WITHOUT ATTENDING CLASSES

DISTRICT	YES	NO	NR
Imperial	84	544	31
Indio	113	483	4
Murrieta	234	360	0
Banana	307	361	31
South 24 Palms	93	446	29
Total students	829	2054	125
(2005)	(37.1%)	(62.9%)	(1.9%)

68.9% of students say that they don't get mid-day meal if they do not attend classes (Table 2-2.2). But 37.1% of students report otherwise.

TABLE 2-2.3
ASSISTANCE PROVIDED BY STUDENTS DURING MOM SCHEDULE

DISTRICT	Students providing assistance	
	YES	NO
Imperial	50	515
Indio	51	544
Murrieta	150	417
Banana	96	585
South 24 Palms	149	450
Total students	497	2211
(2005)	(14.1%)	(85.9%)

94% of students say that they do not provide any kind of assistance during MOM program in the school (Table 2-2.3). However, 14.1% of students say that they assist the cook/helpers in fetching water, buying vegetables, cleaning the eating area and even carry food to the eating place for distribution.

TABLE –S 10
DETAILS OF STUDENTS LIKING MDMS IN SCHOOLS

DISTRICT	Liking MDM			Reasons for disliking MDM					
	YES	NO	NR	FOOD NOT COOKED TO TASTE	FOOD NOT LIKED	MENU REPEATED	ANTICIPATION OF GETTING SICK	POOR QUALITY OF INGREDIENTS	NR
Jalpaiguri	545	48	3	7	19	15	5	2	0
Malda	424	173	3	71	49	13	5	15	20
Murshidabad	541	57	2	19	13	18	1	2	4
Bankura	565	29	5	2	6	18	0	0	3
South 24 Parganas	547	52	1	25	13	4	4	0	6
Total students (2995)	2622 (87.55%)	359 (11.98%)	14 (0.47%)	124 (34.54%)	100 (27.85%)	68 (18.94%)	15 (4.17%)	19 (5.29%)	33 (9.21%)

87.55% of students say that they like taking MDM in the schools (Table-S 10). However, 11.98% of the students say that they don't like taking the meal. Reasons given by the students for not liking the meal are shown in the above table. Mostly the students say that the cooked food is not tasty, some do not like the quality of food that is provided. Some students also say that there is no variation in the food served.

FIGURE-S 19

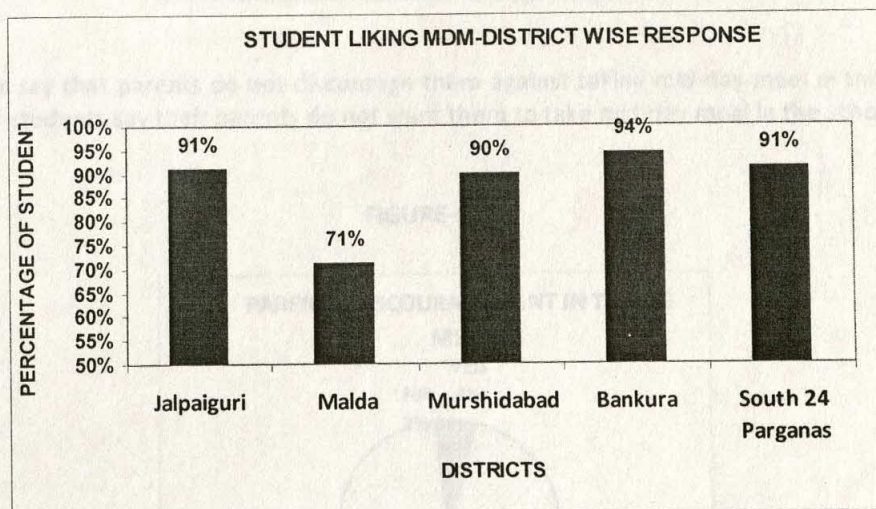


TABLE 2-10
DETAILS OF STUDENTS LIVING MOMS IN SCHOOLS

DISTRICT	LIVING MOM		Reasons for leaving MOM				
	YES	NO	NR	NON-DEPOT STUDENT	NON-DEPOT MOM	WORK OCCUPATION	POSTSECONDARY EDUCATION NO JOB
Idaho	242	48	2	7	19	13	4
Idaho	424	173	3	71	49	13	2
Idaho	241	27	2	19	13	28	1
Idaho	262	29	2	5	6	18	6
Idaho	247	23	1	12	13	4	4
Idaho	242	39	14	134	100	62	12
Idaho	(27.55%)	(11.08%)	(0.17%)	(24.24%)	(17.83%)	(11.94%)	(4.17%)
Total	1322	399	14	134	100	62	12
Idaho	(27.55%)	(11.08%)	(0.17%)	(24.24%)	(17.83%)	(11.94%)	(4.17%)

81.25% of students say that they like taking MOM in the school (Table 2-10). However, 11.08% of the students say that they don't like taking the meal. Reasons given by the students for not liking the meal are shown in the above table. Mostly the students say that the cooked food is not tasty, some do not like the quality of food that is provided. Some students also say that there is no variation in the food served.

FIGURE 2-10



FIGURE-S 20

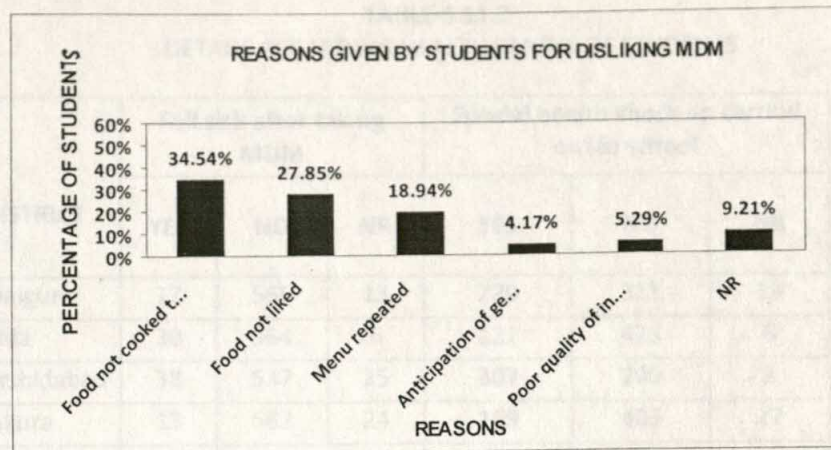


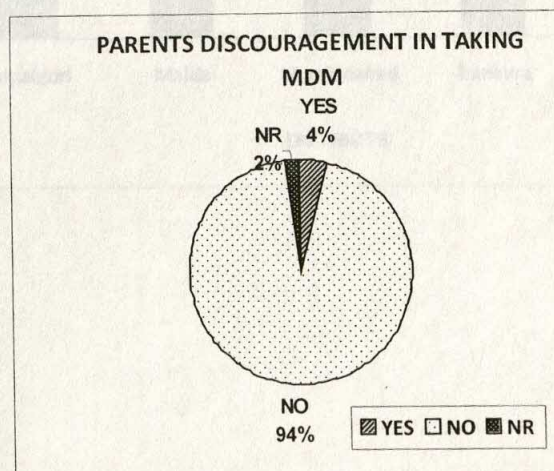
TABLE-S 11.1

PARENTS DISCOURAGE CHILDREN FROM TAKING COOKED MDM IN SCHOOL

DISTRICT	YES	NO	NR
Jalpaiguri	18	572	6
Malda	36	549	15
Murshidabad	19	573	8
Bankura	15	565	19
South 24 Parganas	38	553	9
Total students (2995)	126 (4.2%)	2812 (93.9%)	57 (1.9 %)

93.9% of students say that parents do not discourage them against taking mid-day meal in the school (Table-S 11.1). But 4.2% of students say their parents do not want them to take mid-day meal in the school.

FIGURE-S 21



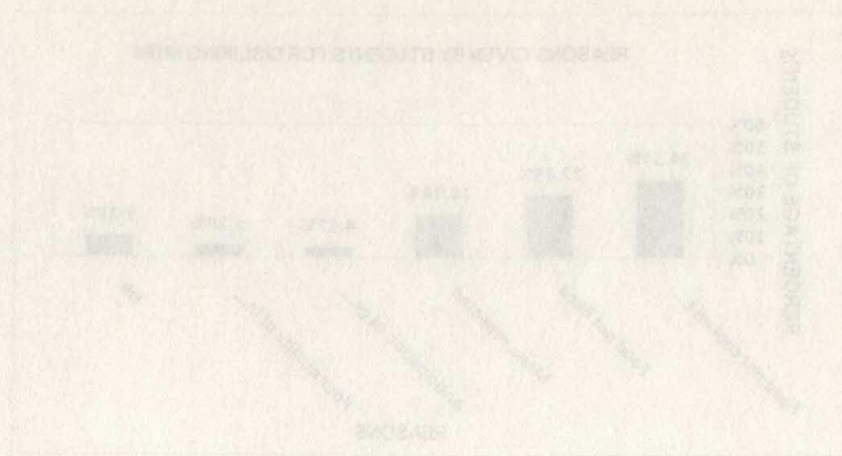


TABLE 2.11
PARENTS DISCOURAGE CHILDREN FROM EATING COOKED MEAT IN SCHOOL

DISTRICT	YES	NO	NR
Alameda	30	72	6
Berkeley	26	64	12
Marin	19	81	8
San Francisco	17	83	19
San Jose	35	65	0
Total students	110	583	33
(2002)	(1.7%)	(98.3%)	

11.3% of students say that parents do not encourage them against eating meat in the school. 11.3% of students say that parents do not want them to eat a hot dog in the school.

FIGURE 2.11

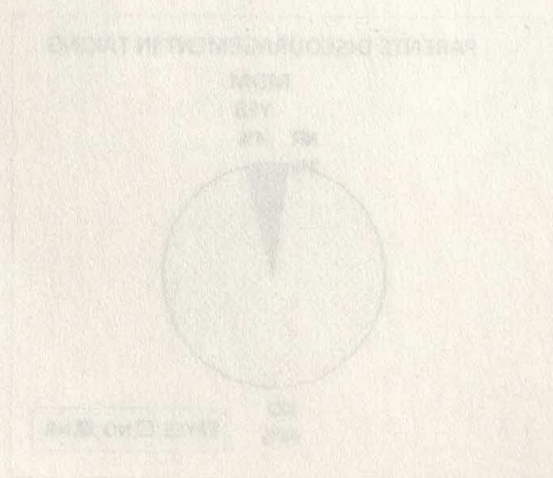


TABLE-S 11.2
DETAILS REGARDING HEALTH STATUS OF STUDENTS

DISTRICT	Fell sick after taking MDM			Special health check up carried out in school		
	YES	NO	NR	YES	NO	NR
Jalpaiguri	17	566	13	270	313	13
Malda	30	564	6	121	473	6
Murshidabad	38	537	25	307	290	3
Bankura	13	562	24	169	403	27
South 24 Parganas	16	567	15	278	314	6
Total students (2993)	114 (3.8%)	2796 (93.4%)	83 (2.8%)	1145 (38.25%)	1793 (59.91%)	55 (1.84%)

93.4% of students have confirmed that they have not fallen sick due to MDM taking in the school (Table- S 11.2). 3.8% of students on the other hand have stated that they have been ill because of consumption of MDM. Out of these 114 surveyed students, 53 students have been sick once and 31 students have fallen sick several times. Remaining 30 surveyed students did not respond to this query. As regards to carrying out of health check up for students in schools, 59.91% of students answered in the affirmative. 38.25% of students say that such check ups are not carried out in the school.

FIGURE-S 22

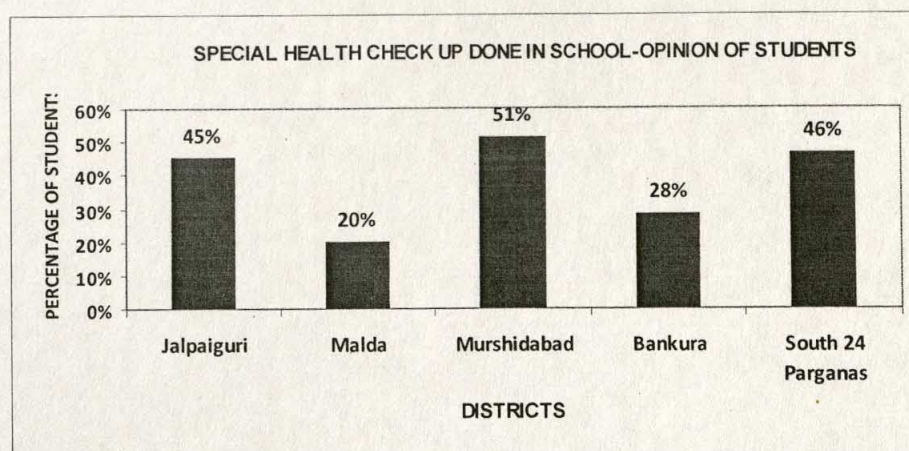


TABLE 2.11.2
DETAILS REGARDING HEALTH STATUS OF STUDENTS

DISTRICT	TPO REC after taking MDM			Special health check up carried out in school		
	YES	NO	NR	YES	NO	NR
Belgaon	17	258	13	170	313	13
Malegaon	30	204	8	121	473	5
Murumband	38	237	25	303	290	3
Banawa	13	263	24	169	403	23
Souk 14 Pargana	16	183	15	238	324	8
Total students (1293)	121 (9.3%)	538 (41.6%)	83 (6.5%)	1148 (89.3%)	1787 (139.3%)	35 (2.7%)

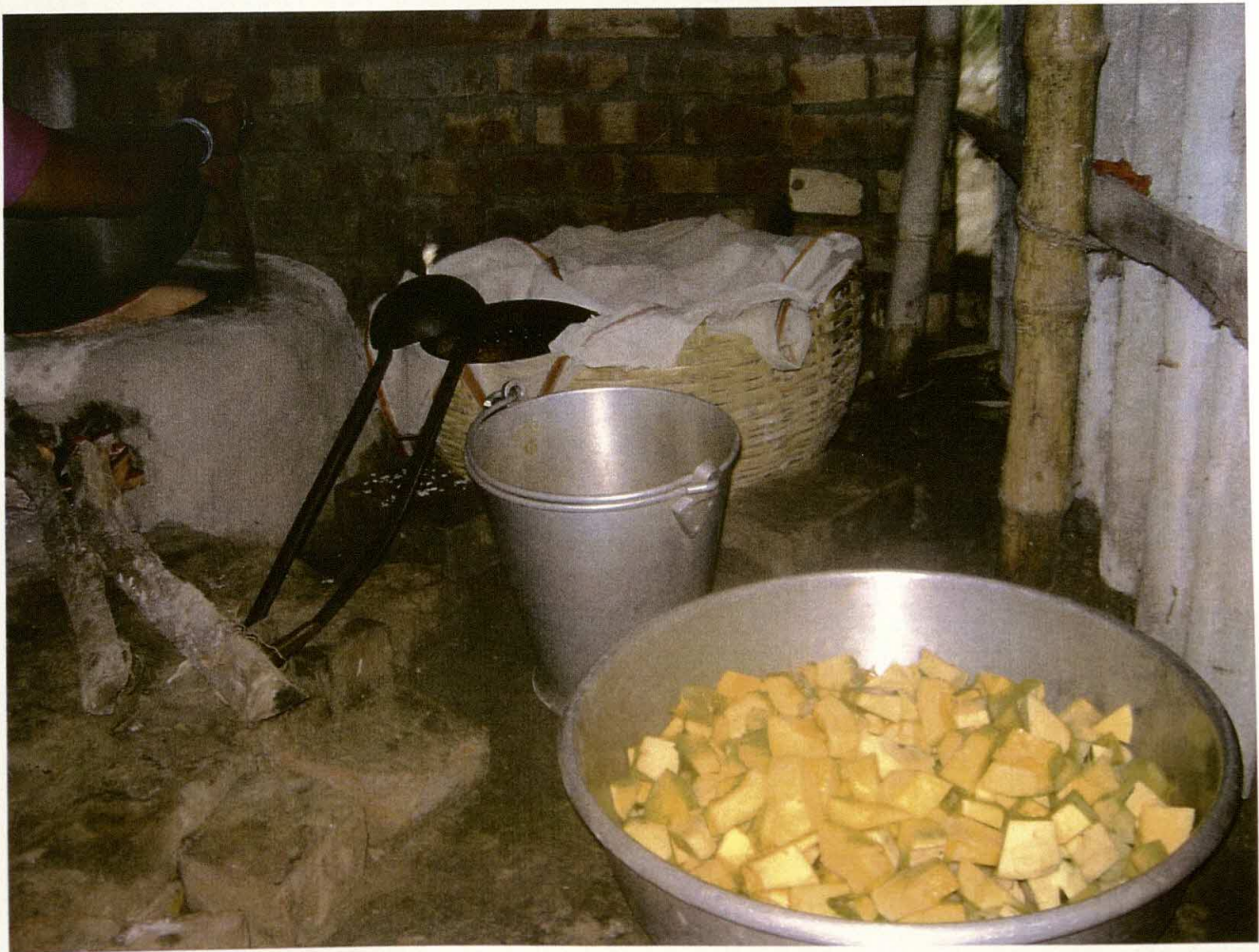
83.6% of students have confirmed that they have not taken sick due to MDM taking in the school (Table 2.11.2). 1.3% of students on the other hand have stated that they have been ill because of consumption of MDM. Out of these 214 surveyed students, 28 students have been sick once and 31 students have taken sick several times. Remaining 36 surveyed students did not respond to this query. As regards to carrying out of health check up for students in school, 29.81% of students answered in the affirmative, 38.52% of students answered with 'no' and are not carried out in the school.

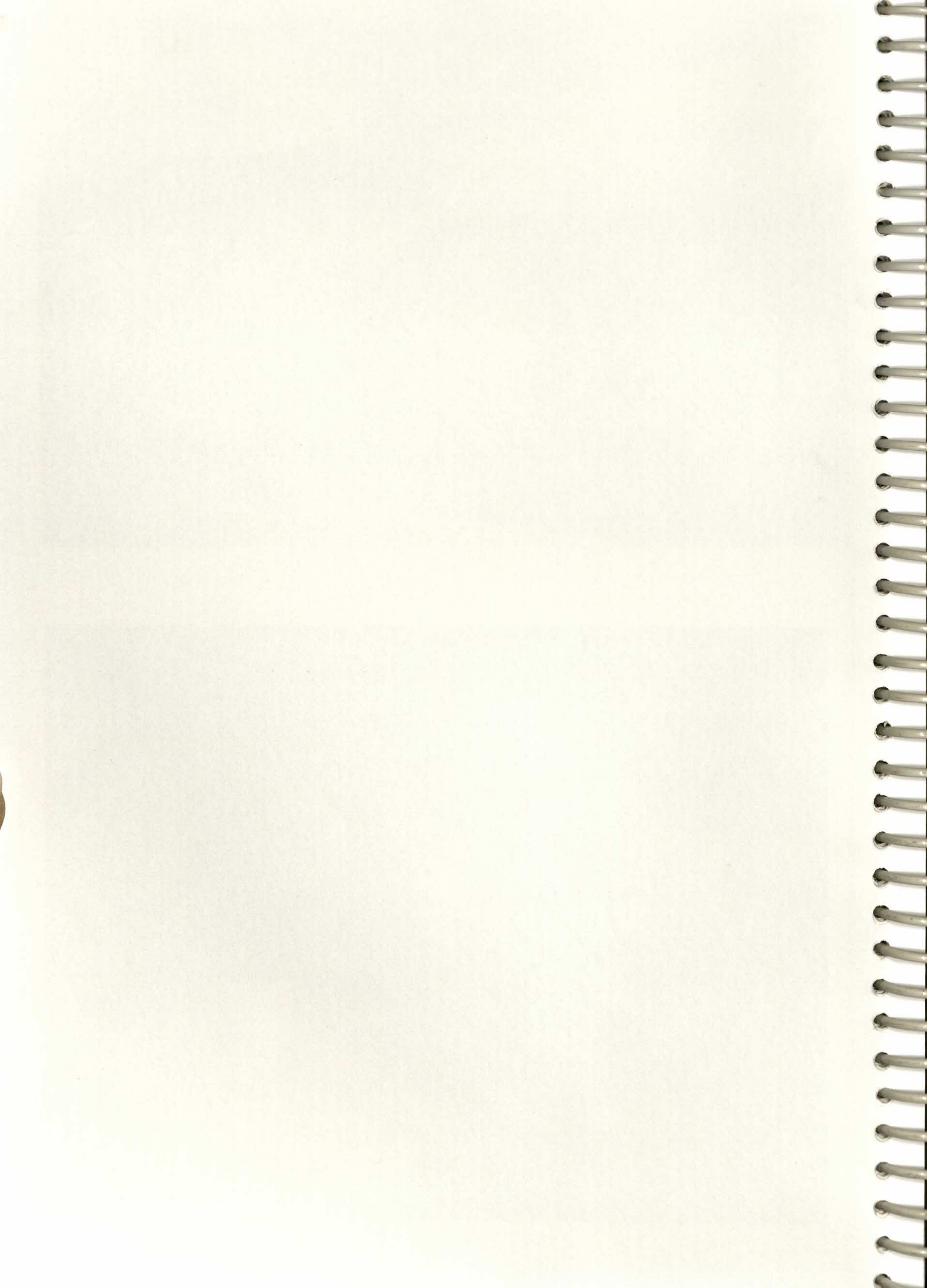
FIGURE 2.11



CHAPTER 5

CHAPTER 2





HIGHLIGHTS OF THE REPORT FROM SURVEY RESULTS OF 600 SCHOOLS

1) PRESENCE OF MDMS MANAGEMENT COMMITTEE IN THE SCHOOL

85.5% of schools have set up MDMS Management Committees in their respective schools (including SSKs) for implementation of the MDM scheme. (Table-H 4)

2) INVOLVEMENT OF BLOCK/DISTRICT OFFICIALS IN RUNNING OF MID-DAY MEAL SCHEME IN SCHOOLS

41.5% of head teachers say that no visits are made by the Block and District level officials for monitoring the implementation of MDM Scheme in the schools (including SSKs). (Table-H 5.1)

3) INVOLVEMENT OF COMMUNITY MEMBERS IN IMPLEMENTATION OF MID-DAY MEAL SCHEME

Head teachers opine that active involvement of PTA, MTA and Panchayat members is required for satisfactory execution of the MDM scheme. (Table-H 5.2)

Daily supervision of the MDM programme in the school is done by only 18% of the community members. Most of the members go for supervision once a week or once a month. (Table-C 2.2)

As regards to the meeting of community members on MDM Scheme, 47% of members say that the meetings are held once every month. (Table-C 3.1)

4) INVOLVEMENT OF PARENTS/GUARDIANS AND MOTHERS IN IMPLEMENTATION OF MID-DAY MEAL SCHEME

33% of head teachers report that no cooperation is received from the guardians/parents in any form whatsoever in the execution of the scheme. (Table-H 5.3)

Head teachers have reported that only a few mothers (of the students) devote their time in cooking the meal. Mother's participation in the distribution of cooked meal is noticeably more compared to their role in cooking it. (Table-H 14.2)

40.52% of guardians have declared that their participation in cooked MDM Scheme is only occasional. Moreover, 44.33% of guardians have reported that they never participate in functioning of the ongoing scheme. On a similar note, 54.3% of guardians point out the non-involvement of mothers in running the scheme. (Table-G 7)

Only 11% of community members confirm the involvement of mothers in the cooking of the mid-day meal. (Table-C 5.1)

The students also report insignificant involvement of parents in the running of MDM Scheme. (Table-S 4.3)

5) IMPLEMENTATION OF MID-DAY MEAL SCHEME AS A PROCESS IN SCHOOL

Mid-Day Meal Scheme is in operation in 527 (87.83%) primary schools (including SSKs). However there is one surveyed school in Bankura district where the MDM Scheme has stopped operating. More importantly, head teachers of 72 other schools did not respond to this question. (Table-H 2)

98.8% of guardians say that cooked MDM is provided to their children in the schools. (Table-G 5.1)

HIGHLIGHTS OF THE REPORT FROM SURVEY RESULTS OF 600 SCHOOLS

1) PRESENCE OF MDMS MANAGEMENT COMMITTEE IN THE SCHOOL

82.5% of schools have set up MDMS Management Committee in their respective schools (including 25% for implementation of the MDMS scheme). (Table H-4)

2) INVOLVEMENT OF BLOCK/DISTRICT OFFICIALS IN RUNNING OF MID-DAY MEAL SCHEME IN SCHOOLS

41.5% of head teachers say that no visits are made by the Block and District level officials for monitoring the implementation of MDMS Scheme in the schools (including 25%). (Table H-5.1)

3) INVOLVEMENT OF COMMUNITY MEMBERS IN IMPLEMENTATION OF MID-DAY MEAL SCHEME

Head teachers opine that active involvement of PTA, MTA and Panchayat members is required for satisfactory execution of the MDMS scheme. (Table H-5.2)

Daily supervision of the MDMS programme in the school is done by only 1.8% of the community members. Most of the members go for supervision once a week or once a month. (Table C-1.2)

As regards to the meeting of community members on MDMS scheme, 47% of members say that the meetings are held once every month. (Table C-3.1)

4) INVOLVEMENT OF PARENTS/GUARDIANS AND MOTHERS IN IMPLEMENTATION OF MID-DAY MEAL SCHEME

33% of head teachers report that no cooperation is received from the guardians/parents in any form whatsoever in the execution of the scheme. (Table H-5.3)

Head teachers have reported that only a few mothers (or the students) devote their time in cooking the meal. Mother's participation in the distribution of cooked meal is noticeably more compared to their role in cooking. (Table H-14.2)

40.5% of guardians have declared that their participation in cooked MDMS scheme is only occasional. Moreover, 44.33% of guardians have reported that they never participate in functioning of the ongoing scheme. On a similar note, 54.3% of guardians point out the non-involvement of mothers in running the scheme. (Table G-7)

Only 11% of community members confirm the involvement of mothers in the cooking of the mid-day meal. (Table C-2.1)

The students also report insignificant involvement of parents in the running of MDMS scheme. (Table S-4.3)

5) IMPLEMENTATION OF MID-DAY MEAL SCHEME AS A PROCESS IN SCHOOL

Mid-Day Meal Scheme is in operation in 537 (89.33%) primary schools (including 25%). However, there is one surveyed school in Bankura district where the MDMS scheme has stopped operating. More importantly, head teachers of 73 other schools did not respond to this question. (Table H-5)

98.6% of guardians say that cooked MDMS is provided to their children in the school. (Table G-2.1)

Head teachers of 480 schools (80%) declare that mid-day meal is given to the students for 5 days a week. However in 105 schools, the students get their meals for 6 days a week. (Table-H 15.1)

90.7% of students say that they get the standard hot meal during the MDM programme. (Table- S 5.1)

Head teachers along with assistant teachers take the responsibility of deciding the number of heads for the mid-day meal. The decision is maximally taken on the basis of the average daily attendance of students in the schools (538). (Table-H 16.2)

Cooking staff for MDM consists mostly of women who mostly are the members from SHGs. (Table-H 14.1)

Apart from the cooks and helpers, head teachers, assistant teachers, even the students are occasionally involved in the distribution of the cooked meal. (Table-H 14.2)

The time required for distribution and consumption of the MDM is reportedly in the 30-50 minute range. (Table-H 15.2)

84.54% of students affirm that they consume the entire quantity of served food. 13.62% of students say that they are not able to eat all the food that is served to them. (Table-S 4.4)

80.1% of students say that they get adequate quantity of mid-day meal in the school. However, 19.1% of students say that the food they get in school is not adequate. Regarding the status of excess food, 36.7% of students bring the food back home, or discard it in pond /ditches or in the designated dustbin. 3.1% of students store the food and eat it later. (Table-S 5.2)

78.7% of head teachers have preferred the tiffin break as the ideal time for the students to have the meal. 9.7 % of head teachers prefer to run the scheme after all the classes are over. 6 schools (1%) have indicated that they prefer the meals to be served before the school starts for the day. (Table- H 15.1)

93.7% of students say that they get sufficient time for eating the meal in schools. This is not the case with 5.24% of students who feel that time given to them for having the meal is insufficient. (Table-S 4.5)

6) RECEIPT OF FUND FOR IMPLEMENTATION OF MID-DAY MEAL SCHEME

55% of head teachers have pointed out that the money sanctioned by the Government for running the MDM Scheme does not reach the schools on time. (Table-H 6.1)

Even 52% of community members say that fund for running MDM Scheme is not obtained on time. (Table-C 4)

7) RECEIPT OF FOOD GRAINS FOR MID-DAY MEAL SCHEME

Only 75% of schools (including SSKs) receive the allotted food grains on time. Head teachers state that there are no safety measures in schools for keeping the food grains free from pest and moisture. (Table-H 12)

Similarly, only 77% of community members confirm that supply of food grains reaches the school on time. (Table-C 4)

8) QUALITY OF FOODGRAINS SUPPLIED FOR MID-DAY MEAL SCHEME

72.7% of head teachers reported that food grain supply received by Primary schools and SSKs are of average quality. (Table-H 12)

73.7% of head teachers reported that food grain supply received by primary schools and 55% are of average quality. (Table H-15)

8) QUALITY OF ROOGBEANS SUPPLIED FOR MID-DAY MEAL SCHEME

Similarly, only 77% of community members confirm that supply of food grains reaches the school on time. (Table C-4)

Only 75% of schools (excluding 26%) receive the allotted food grain on time. Head teachers state that there are no safety measures in schools for keeping the food grain free from pest and moisture. (Table H-15)

9) RECEIPT OF FOOD GRAINS FOR MID-DAY MEAL SCHEME

Even 52% of community members say that fund for running MDMS scheme is not obtained on time. (Table C-4)

52% of head teachers have pointed out that the money sanctioned by the Government for running the MDMS scheme does not reach the schools on time. (Table H-15)

6) RECEIPT OF FUND FOR IMPLEMENTATION OF MID-DAY MEAL SCHEME

52.3% of students who feel that time given to the school for having the meal is insufficient. (Table D-4.3)

93.3% of students say that they get sufficient time for eating the meal in school. This is not the case with 7.7% of head teachers who run the scheme after 20 minutes after the school starts for the day. (Table H-15.1)

78.7% of head teachers have preferred the 15th week as the ideal time for the students to have the meal.

Students store the food and eat it later. (Table D-2.2)

Students bring the food back home, or discard it in some places or in the designated dumpster. 3.1% of students say that the food they get in schools is not adequate. Regarding the status of excess food, 38.7% of 50.1% of students say that they get adequate quantity of mid-day meal in the school. However, 19.1% of

they are not able to eat all the food that is served to them. (Table D-4.4)

84.5% of students affirm that they consume the entire quantity of served food. 13.6% of students say that

(Table H-15.2)

The time required for distribution and consumption of the MDMS is reported in the 30-50 minute range.

involved in the distribution of the cooked meal. (Table H-15.3)

Apart from the above and helpers, head teachers, assistant teachers, even the students are occasionally

Cooking staff for MDMS consists mostly of women who mostly are the members from SHCs. (Table H-15.1)

schools (238). (Table H-15.3)

mid-day meal. The decision is maximally taken on the basis of the average daily attendance of students in the

50.7% of students say that they get the standard that meal during the MDMS programme. (Table D-5.1)

However, in 195 schools, the students get their meals for 5 days a week. (Table H-15.2)

the teachers of 450 schools (90%) declared that a day meal is given to the students for 5 days a week.

9) QUALITY OF FOOD PROVIDED TO CHILDREN DURING MID-DAY MEAL SCHEME

46% of community members report that good quality food is served to the students. 36% community members report about its satisfactory nature. 3% of community members have actually said that food provided to the students is of poor quality. (Table-C 6.1)

83.2% of surveyed guardians say that the quality of food provided during mid-day meal is satisfactory. However the response of 15.4% of guardians is negative. (Table-G 5.3)

10) AVAILABILITY OF SEPARATE KITCHEN FOR COOKING THE MID-DAY MEAL

23.33% of schools do not have separate kitchen facilities. Moreover, head teachers add that children are daily exposed to both fire and smoke hazards due to the absence of proper ventilation systems in the kitchen. (Table-H 7)

11) AVAILABILITY OF SEPARATE STOREROOM FOR PRESERVING FOOD GRAINS, COOKING INGREDIENTS ETC

63% of surveyed schools do not have storeroom provisions. (Table-H 8)

12) AVAILABILITY OF ADEQUATE UTENSILS FOR COOKING MID-DAY MEAL

51% of surveyed schools do not have adequate utensils/cooking devices for cooking mid-day meals for the students. (Table-H 9.1)

92.2% of head teachers reported that students bring their own plates for mid-day meal. (Table-H 9.2)

97.3% of students confirm bringing of their own plates from home for having MDM in the school. (Table-S 8.1)

13) AVAILABILITY OF SEPARATE EATING AREA IN THE SCHOOL

None of the surveyed schools have separate eating area for students. Students eat on the playground in 145 schools and outside the classroom (other than the playground) in 272 schools. In 128 schools, students eat in the classroom itself. 78% of head teachers say that all students sit together and enjoy their meal. In 101 schools, students are made to sit class wise for the above purpose. (Table-H 16.3)

64.54% of students say that they sit in the veranda of the school for having their meal. 20.63% of students sit in the playground and 10.85% of students sit in the classroom to have their meal. Few other students have reported that they sit in the kitchen and even in the veranda of the neighbouring building for the above purpose. (Table-S 4.6)

As regards to the seating arrangements, 51.4% of students say that they sit directly on the floor, some say that they sit on the asanas/mat, either brought by them or provided by the school. 24.5 % of students say that they sit on the ground to have their meal. (Table-S 4.6)

14) ADEQUACY OF FUEL FOR COOKING MID-DAY MEAL

89.8% schools use firewood for cooking. 104 schools draw attention to the fact that fuel available for cooking is not sufficient. (Table-H 11)

15) PROVISION OF ADEQUATE WATER SUPPLY IN SCHOOLS

24% of head teachers say that water supply available within their schools is not sufficient. (Table-H 10.1)

36% of schools (including SSKs) have reported an urgent requirement for safe drinking water. (Table-H 10.2)

45% of community members report that good quality food is served to the students. 30% of community members report about its satisfactory nature. 3% of community members have actually said that food provided to the students is of poor quality. (Table 6.1)

83.3% of surveyed guardians say that the quality of food provided during mid-day meal is satisfactory. However, the response of 15.4% of guardians is negative. (Table 6.2)

10) AVAILABILITY OF SEPARATE KITCHEN FOR COOKING THE MID-DAY MEAL

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11) AVAILABILITY OF SEPARATE STORE ROOM FOR PRESERVING FOOD GRAINS, COOKING INGREDIENTS ETC

63% of surveyed schools do not have store room provision. (Table 6.4)

12) AVAILABILITY OF ADEQUATE UTENSILS FOR COOKING MID-DAY MEAL

51% of surveyed schools do not have adequate utensil/cooking devices for cooking mid-day meals for the students. (Table 6.5)

52.2% of head teachers reported that students bring their own plates for mid-day meal. (Table 6.6)

87.3% of students confirm bringing of their own plates from home for having lunch in the school. (Table 6.7)

13) AVAILABILITY OF SEPARATE EATING AREA IN THE SCHOOL

None of the surveyed schools have separate eating area for students. Students eat on the playground in 14% schools and outside the classroom (other than the playground) in 77% schools. In 12% schools, students eat in the classroom itself. One of head teachers say that all students sit together and enjoy their meal in the school. Students are made to sit class wise for the above purpose. (Table 6.8)

64.54% of students say that they sit in the veranda of the school for having their meal. 10.62% of students sit in the playground and 10.83% of students sit in the classroom to have their meal. Few other students have reported that they sit in the kitchen and even in the veranda of the neighbouring building for the above purpose. (Table 6.9)

As regards to the seating arrangements, 54.4% of students say that they sit directly on the floor, some say that they sit on the mat, some say that they sit on the ground. 14.17% of students say that they sit on the ground to have their meal. (Table 6.10)

14) ADEQUACY OF FUEL FOR COOKING MID-DAY MEAL

89.3% schools use firewood for cooking. 104 schools draw attention to the fact that fuel available for cooking is not sufficient. (Table 6.11)

15) PROVISION OF ADEQUATE WATER SUPPLY IN SCHOOLS

24% of head teachers say that water supply available within their schools is not sufficient. (Table 6.12)

35% of schools (including 22%) have reported an urgent requirement for safe drinking water. (Table 6.13)

16) PROVISION OF MID-DAY MEAL DURING SUMMER VACATION

93.3% of head teachers say that the Mid-Day Meal Scheme is not continued in their schools during the summer vacation. (Table-H 15.3)

17) MENU FOR MID-DAY MEAL

90.83 % of head teachers say that maximum emphasis is given on the nutritional aspect of the food while menu for MDM is decided. (Table-H 17.1)

93.8% head teachers say that varied lunch menu is provided to the students. (Table-H 17.2)

This is confirmed by 89.12% of surveyed students who say that varied lunch menu is provided to them in schools. However, 8.88% of students say that there is no such variation in the MDM menu. (Table-S 5.1)

No definite responses have been obtained from the head teachers on average calorific intake of children and also on the protein content in the food provided to the children per meal. (Table-H 17.4)

18) PROVISION OF HEALTH SUPPLEMENTS TO STUDENTS

Provision of health supplements like Vitamin A, de-worming medicines etc., to the students is quite rare. (Table-H 17.4)

19) HEALTH & HYGIENE ISSUES ADDRESSED DURING MID-DAY MEAL SCHEME

95% of head teachers affirm that the utensils/cooking devices are regularly cleaned before and after cooking by the cooks and their helpers. (Table-H 9.1)

96.5% of head teachers assert that teachers inspect the cleanliness of plates used by the students before the meal is served. (Table-H 9.2)

95.3% of head teachers say that students wash their hands before taking mid-day meal. (Table-H 16.4)

Students mostly use tap water or tube well water for washing their hands before and after taking MDM. Pond water is also used by the students for the purpose. (Table-S 7)

Iodized salts are used for cooking in 81.33% of the schools. (Table-H 17.4)

87% of head teachers claim that discussions are carried out by the teachers on qualitative aspects of the MDM with the students. Discussions are mainly on the nutritious aspect of the food viz., protein content, calorific value of food, importance of balanced diet etc. Health and hygiene aspects like regular cutting of nails, washing of hands and feet with soap, waste disposal procedure etc. also feature in the discussion. (Table- H 22.1)

In 476 schools (79.33%), meals are actually tasted by the teachers before it is served to the students, which ensures that quality, wholesome meal is served to the students. This is not the case with 105 schools (17.5%). (Table-H 15.5)

30) PARTICIPATION OF STUDENTS IN MID-DAY MEAL SCHEME

99.5% of head teachers claim that students take their mid-day meal in the school. Only 0.5% of head teachers say that all their students do not take mid-day meal. (Table-H-16.1)
The percentage of students not taking MDM is mostly within 30% as reported by the head teachers. (Table-H-16.1.1)

Nearly 94% of surveyed guardians confirm that their children take MDM in the school. 6% of guardians say that children take the food wherever it is served to them. (Table-G-2.5)

92.56% of surveyed students say that they take mid-day meals in school. (Table-2.4.4)

87.58% of students say that they like taking MDM in the schools. (Table-2.10)

84% of students say that they do not provide any kind of assistance during MDM programme in the school. However, 14.1% of students say that they assist the cook/helpers in cutting water, buying vegetables, peeling & cutting vegetables, clearing the eating area and even carry food to the eating place for distribution. (Table-2.9.3)

31) QUANTITY OF MID-DAY MEAL PROVIDED

80.1% of students say that they get adequate quantity of mid-day meal in the school. However, 19.1% of students say that the food they get in the school is not adequate. (Table-2.2)

77.7% of guardians say that quantity of meal provided at school is sufficient but 22.3% say that it is not sufficient for the children. (Table-G-2.5)

On the other hand, 58% of community members have reported that the quantity of meal provided to the students is actually not sufficient and does not satisfy the hunger of the children. (Table-C-2.5)

32) REACTION OF STUDENTS AFTER CONSUMPTION OF MID-DAY MEAL

60.5% of head teachers say that the students feel very happy and content after having the meal while 39.5% say that the students are satisfied. (Table-H-18)

33) IMPACT OF MID-DAY MEAL SCHEME ON ENROLLMENT OF STUDENTS

75.7% of head teachers have reported that enrollment of students has definitely increased as a result of the MDM scheme. However, 22.5% of head teachers have reported that no such increase was noticed. (Table-I-19.1)

88% of community members say that enrollment of students has increased due to the MDM programme in the school. (Table-C-8)

34) IMPACT OF MID-DAY MEAL SCHEME ON ATTENDANCE OF STUDENTS

86.5% of head teachers reported that MDM scheme has been quite effective in promoting daily attendance in school. However, in 11 schools, head teachers say that there has been no change in the attendance of the students. (Table-H-19.2)

92.8% of head teachers say that there has been definitely a change in the attitude of children belonging to the economically disadvantaged sections regarding regular school attendance following the implementation of the MDM scheme in the schools. (Table-H-20.1)

88% of surveyed community members have confirmed that attendance of the students has increased due to MDMS. (Table-C 8)

Nearly 95% of surveyed students say that they attend schools regularly and only 4.5% of students are irregular in their attendance. Moreover 97.7% of students have expressed that they like attending schools. (Table-S 3.1)

25) IMPACT OF MID-DAY MEAL SCHEME ON ATTENDANCE OF STUDENTS ON SATURDAY

85.3% of surveyed students say that they attend schools on Saturday. (Table-S 4.2)

However 76.76% of students say that they do not get meals on Saturday. But 22.37% of students declare that they get MDM on Saturday. (Table-S 4.1)

26) IMPACT OF MID-DAY MEAL SCHEME ON STUDENT DROPOUT

79% of community members report that drop out among students from schools has decreased due to MDMS.

27) COMING OF NON-ENROLLED (UNDER AGE) CHILDREN TO SCHOOL

Non-enrolled (under-age) children regularly come to school along with their elder siblings and have MDM as reported by 79.66% of head teachers. (Table-H 20.2)

58.9% of surveyed students say that their younger siblings accompany them to school to have MDM. (Table-S 3.2)

28) IMPACT OF MID-DAY MEAL SCHEME ON LEARNING LEVELS OF STUDENTS

56.8% of head teachers reported that the performance of the students have improved after the introduction of the MDMS. 30.8 % of head teachers also say that there has been no change in the performance of the students. Finally, 10.2% of head teachers actually reported that student performance in school has deteriorated during MDMS. (Table- H 21.1)

71% of community members assert that learning levels of students have improved due to the MDM Scheme. However 24% of community members opine that there has been no change in the learning levels of the students. (Table-C 7)

Nearly 40% of guardians have said that MDM has contributed in increasing the eagerness of children in going to school. (Table-G 8)

29) IMPACT OF MID-DAY MEAL SCHEME ON THE TEACHING-LEARNING PROCESS IN SCHOOL

32.16% of head teachers assert that MDMS is actually disturbing the teaching-learning process in schools. (Table-H 21.1)

22.46% of surveyed guardians have actually reported that the duration of the teaching-learning process in the school has decreased. (Table-G 8)

30) HOLDING OF CLASSES AFTER COMPLETION OF THE MID-DAY MEAL IN SCHOOLS

Head teachers of 531 schools have reported that classes are held after students finish taking MDM in schools. Out of these 531 schools (including SSKs), 387 head teachers say that attendance of students remains the same as before the MDM. But 142 head teachers say that attendance decreases after the programme. (Table-H 21.2)

83.3% of surveyed guardians assert that classes are held after their children finish taking mid-day meals. A significant number of surveyed guardians (14.54%) however say that classes are not held in the school after MDM. (Table-G 8)

82.8% of students say that classes are held after they finish taking the mid-day meal. However, 16.3% of students say that classes are not held thereafter. 96.5% of students say that they regularly attend class after completion of the MDM programme in the school. (Table-S 9.1)

31) INVOLVEMENT OF TEACHERS IN IMPLEMENTATION OF THE MID-DAY MEAL SCHEME

92.5% of head teachers reported that full support from assistant teachers is obtained in the running of the MDM Scheme.

89.33% of head teachers point the active involvement of all teachers in implementation of the scheme. (Table-H 22.1)

16.83% of head teachers however confirm that along with students, teachers also take mid-day meal in the schools. (Table- H 22.1)

32) EFFECT OF TEACHER INVOLVEMENT IN MDMS ON THE TEACHING-LEARNING PROCESS IN SCHOOLS

75% of head teachers report that teacher involvement in the MDM Scheme is not hampering the process of teaching-learning in their schools. On the other hand, 22.5% head teachers allege that MDMS is actually disrupting the class room processes as the teachers have to spend too much of time on its supervision. 2.5% of head teachers refrained from answering this survey question. (Table-H 22.2)

33) IMPACT OF MID-DAY MEAL SCHEME ON THE HEALTH STATUS OF CHILDREN

80.8% of head teachers confirm that there has been improvement in the health of the students due to partaking of MDM. 16% of head teachers however say otherwise. (Table-H 23.1)

94% of surveyed guardians have confirmed that their children have not fallen sick due to consumption of mid-day meal in the school. But only 23% of guardians have declared improved health status of their wards. Moreover, 74.7% of guardians have mentioned that there has been no change in the health of the children. 1.4% of guardians have actually reported deterioration of health of their children due to MDM. (Table-G10)

93.4% of students have confirmed that they have not fallen sick due to MDM consumption in the school. 3.8% of students on the other hand have stated that they have been ill because of consumption of MDM.

34) HEALTH CHECK-UP FOR STUDENTS

59.91% of students say that health check ups are carried out in the schools. But 38.25% of students say that such check ups are not carried out in the school. (Table-S 11.2)

35) OPINION OF PARENTS ABOUT THE MID-DAY MEAL SCHEME

Parents/guardians do not have any complaints against MDMS as reported by 80% of head teachers. However 108 head teachers (18%) say that parents do have complaints. (Table-H 23.2)

93.3% of surveyed guardians have reported that they do not discourage their children in taking cooked MDM in the school (Table-G 11). However, 5.1% of guardians say that they do discourage their wards from taking MDM in the school. 1.6% of guardians refrained from answering this survey question.

87.3% of surveyed guardians were first classers and 12.7% were second classers. The significant number of first classers was 10.5% (Table 2.11). However, 10.5% of first classers were not in the school.

87.8% of students say that classes are held after they finish taking the mid-day meal. However, 12.2% of students say that classes are not held after the mid-day meal. 95.7% of students say that they regularly attend class and 4.3% of students say that they do not attend class.

3.1 INVOLVEMENT OF TEACHERS IN IMPLEMENTATION OF THE MID-DAY MEAL SCHEME

91.5% of head teachers reported that full support from assistant teachers is obtained in the running of the MDM scheme.

89.3% of head teachers point out the active involvement of all teachers in implementation of the scheme (Table 2.12.1).

16.8% of head teachers however mention that some of the teachers do not take the day meal in the school (Table 2.12.2).

3.2 EFFECT OF TEACHER INVOLVEMENT IN MEALS ON THE TEACHING-LEARNING PROCESS IN SCHOOLS

75% of head teachers report that teacher involvement in the MDM scheme is not hampering the process of teaching-learning in their schools. On the other hand, 25% head teachers claim that MDM is actually disrupting the class room process as the teachers have to spend too much of time on its supervision. 25% of head teachers remained from answering this survey question (Table 2.13.1).

3.3 IMPACT OF MID-DAY MEAL SCHEME ON THE HEALTH STATUS OF CHILDREN

80.3% of head teachers confirm that there has been improvement in the health of the students due to the provision of MDM. 19.7% of head teachers however say otherwise (Table 2.14.1).

84% of surveyed guardians have confirmed that their children have not fallen sick due to consumption of mid-day meal in the school. But only 16% of guardians have reported improved health status of their wards. Moreover, 74.7% of guardians have mentioned that there has been no change in the health of their children. 15% of guardians have actually reported deterioration of health of their children due to MDM (Table 2.14.2).

93.4% of students have confirmed that they have not fallen sick due to MDM consumption in the school. 6.6% of students on the other hand have stated that they have been ill because of consumption of MDM.

3.4 HEALTH CHECK-UP FOR STUDENTS

59.9% of students say that health check-ups are carried out in the school. But 40.1% of students say that such check-ups are not carried out in the school (Table 2.15.1).

3.5 OPINION OF PARENTS ABOUT THE MID-DAY MEAL SCHEME

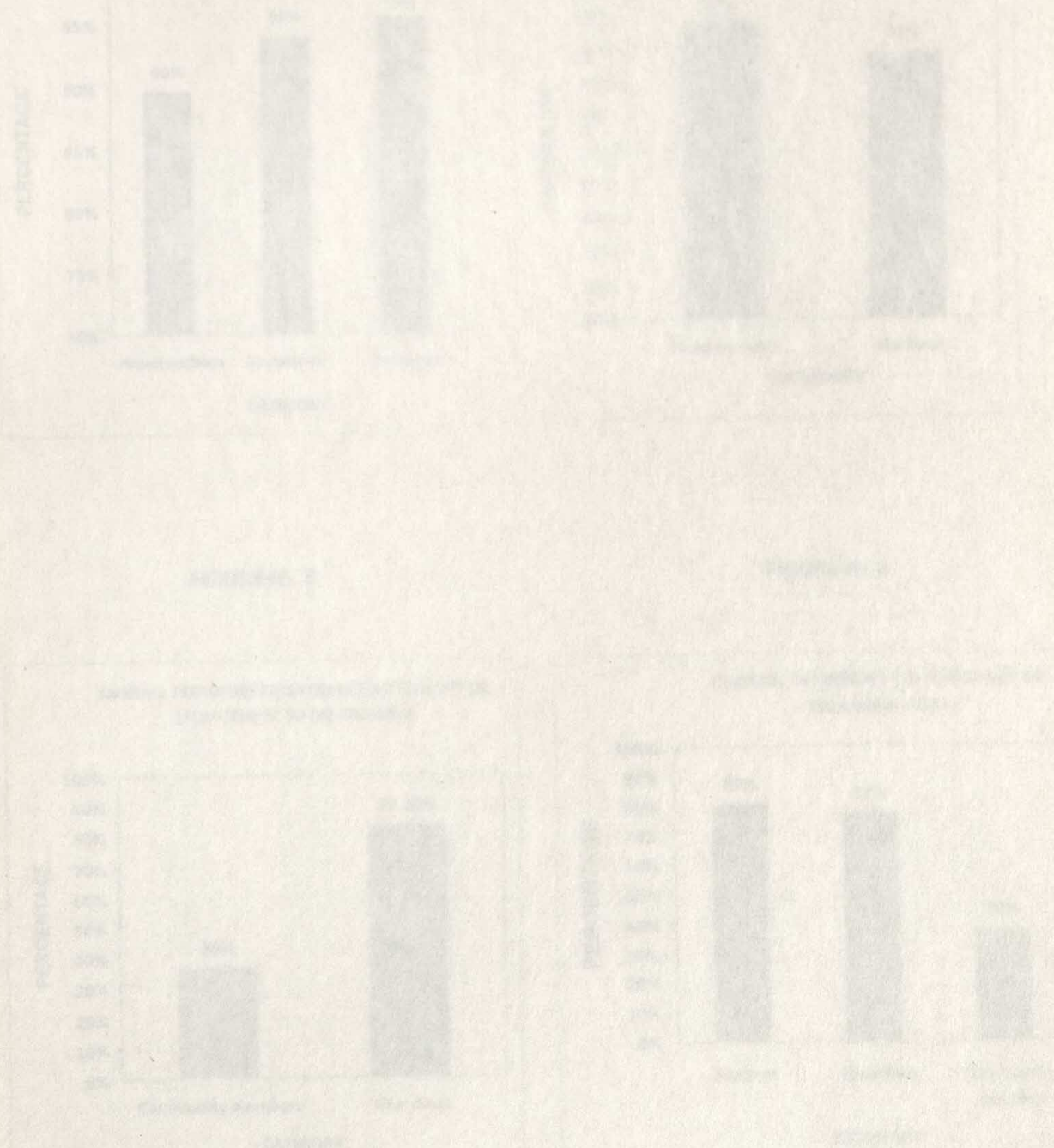
Parents/guardians do not pass any complaints against MDM as reported by 80% of headteachers. However, 20% head teachers (10%) say that parents do have complaints (Table 2.16.1).

93.9% of surveyed guardians have reported that they do not discourage their children from taking MDM in the school (Table 2.17.1). However, 6.1% of guardians say that they do discourage their wards from taking MDM in the school. 10% of guardians remained from answering this survey question.

93.89% of students say that parents do not discourage them against taking mid-day meal in the school. But 4.21% of students say their parents do not want them to take mid-day meal in the school.

89.4% of guardians want this scheme to continue in the school as against 9.8% of guardians who do not want its continuation. (Table-S 11.1)

Overall graphical representations of responses from four target groups are given in the following pages.



89.4% of students want the school to continue to offer the program to children in the school as against 9.8% of students who do not want. 89.4% of students say that parents do not discourage them against taking the day camp. The school has 43% of students and their parents do not want them to take the day camp in the school.

Overall typical representations of responses from four target groups are given in the following page.

FIGURE-HL 1

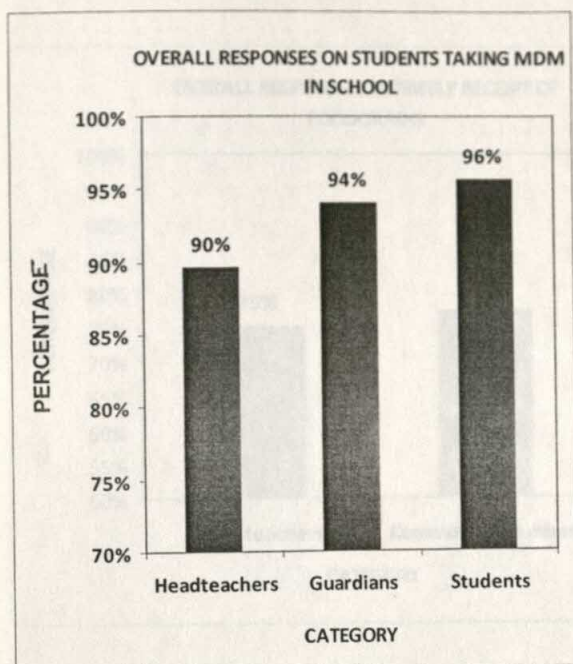


FIGURE-HL 2

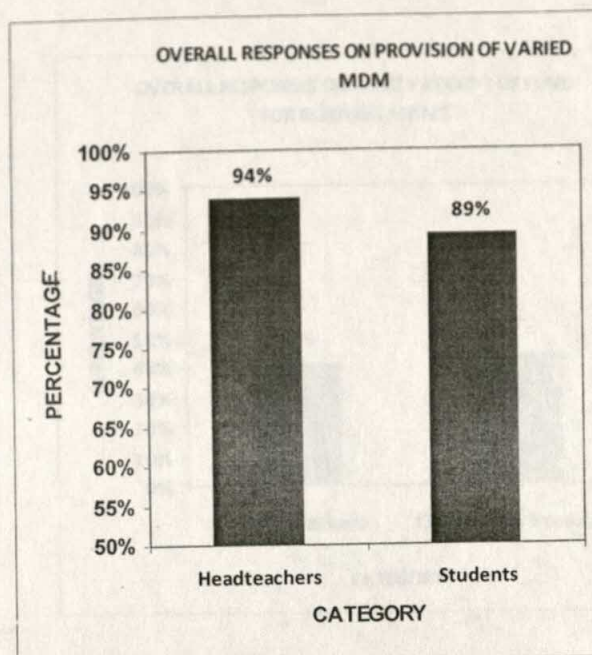


FIGURE-HL 3

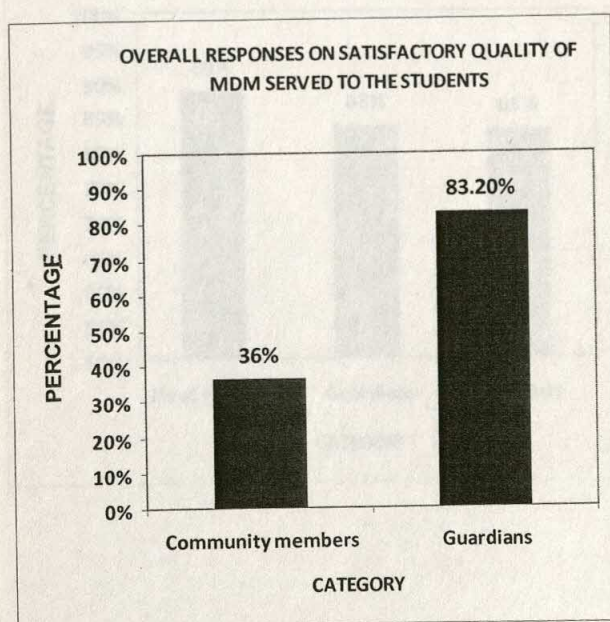


FIGURE-HL 4

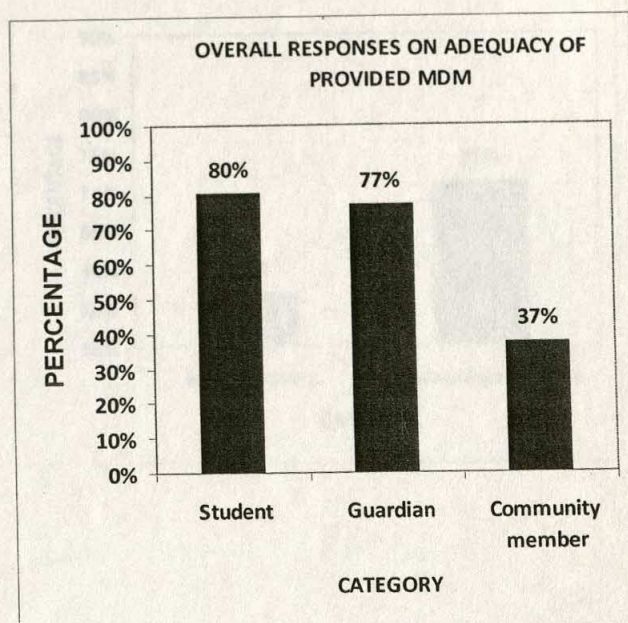


FIGURE 1

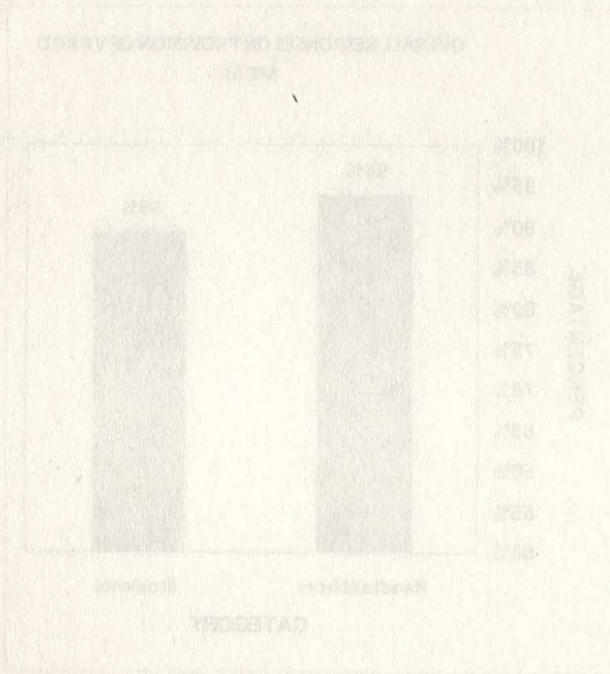


FIGURE 2

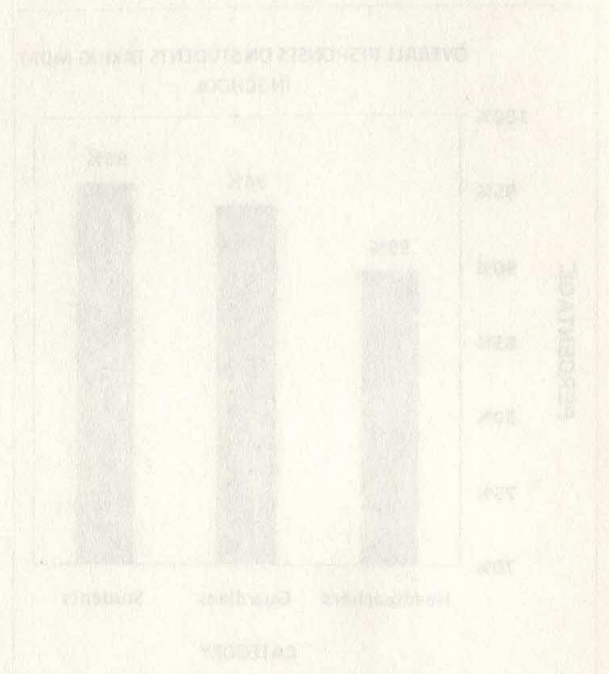


FIGURE 3

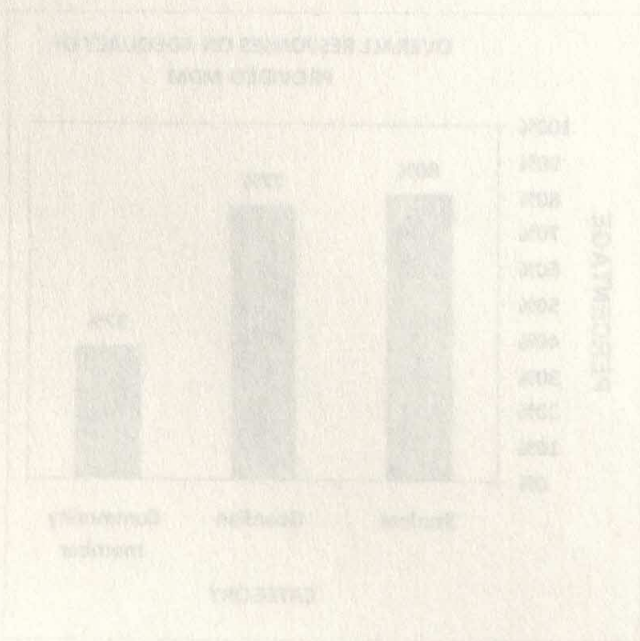


FIGURE 4

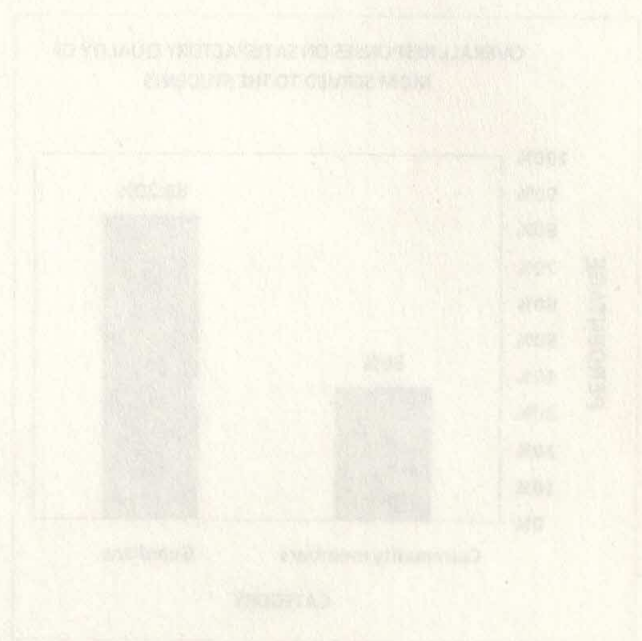


FIGURE-HL 5

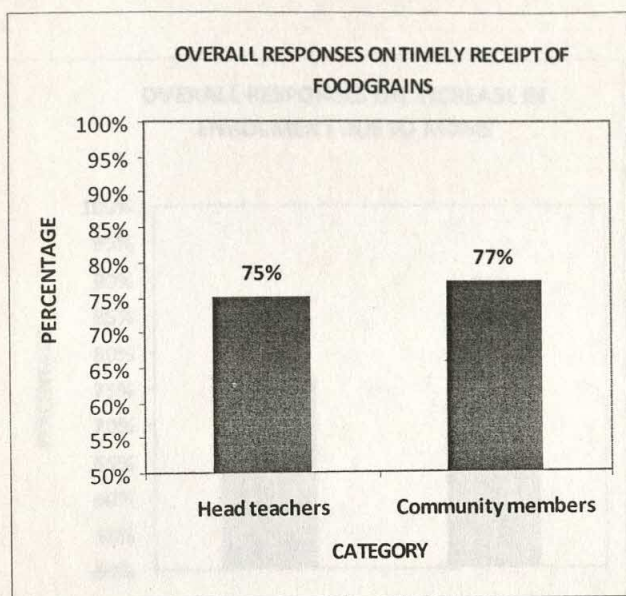


FIGURE-HL 6

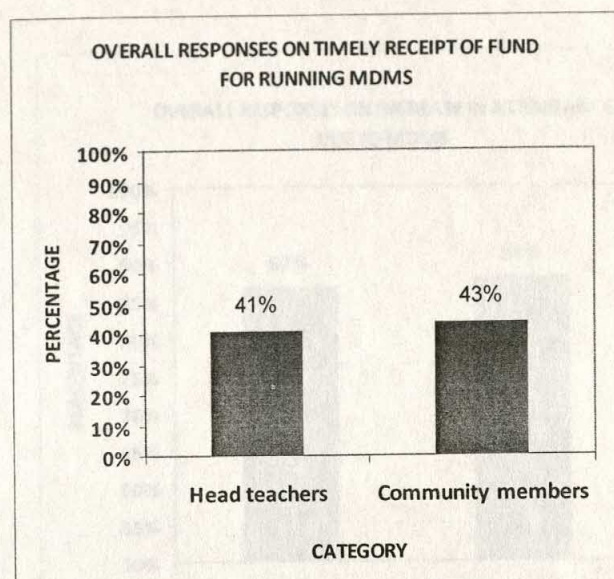


FIGURE-HL 7

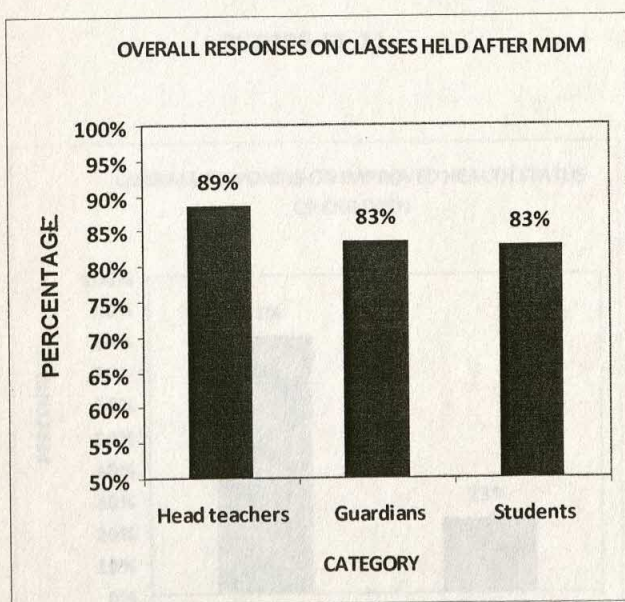


FIGURE-HL 8

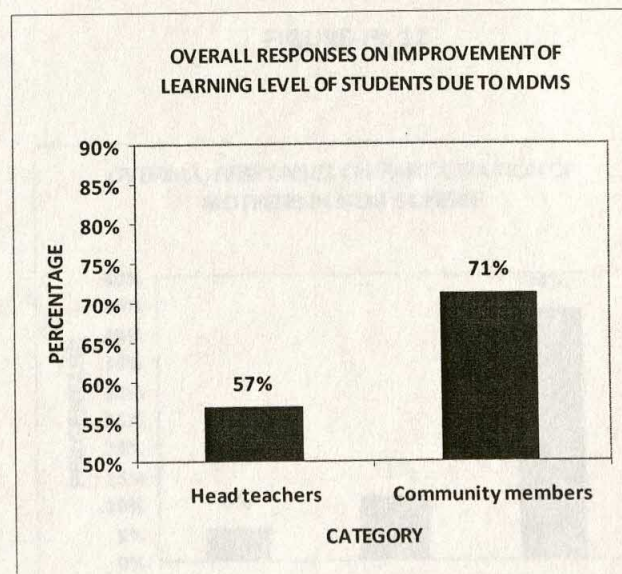


FIGURE 11-2



FIGURE 11-3

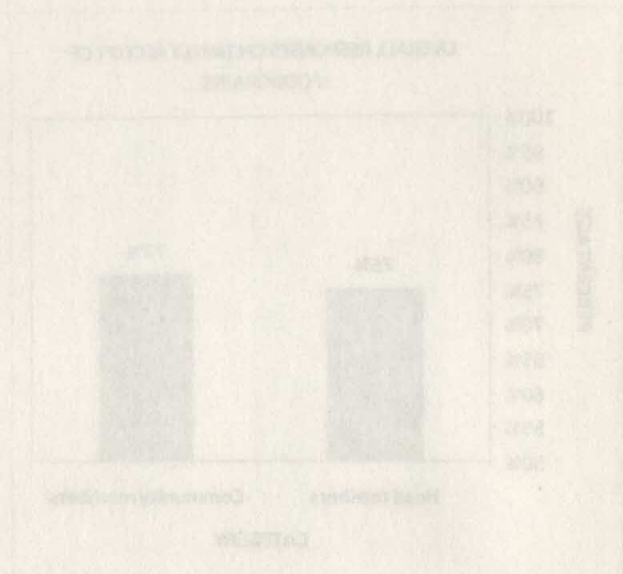


FIGURE 11-4

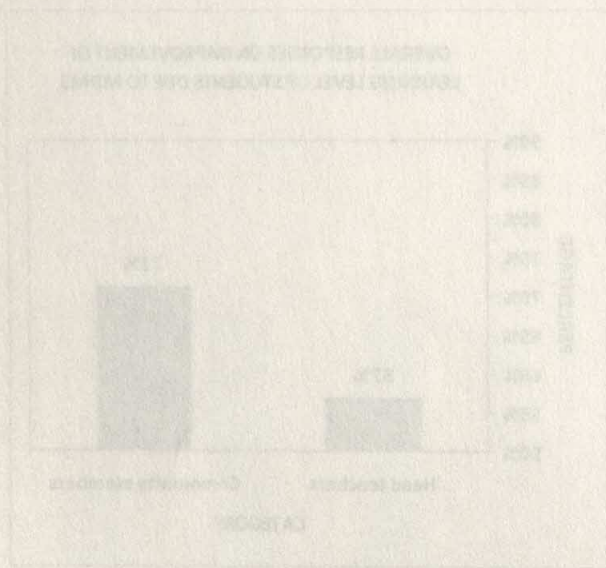


FIGURE 11-5



FIGURE-HL 9

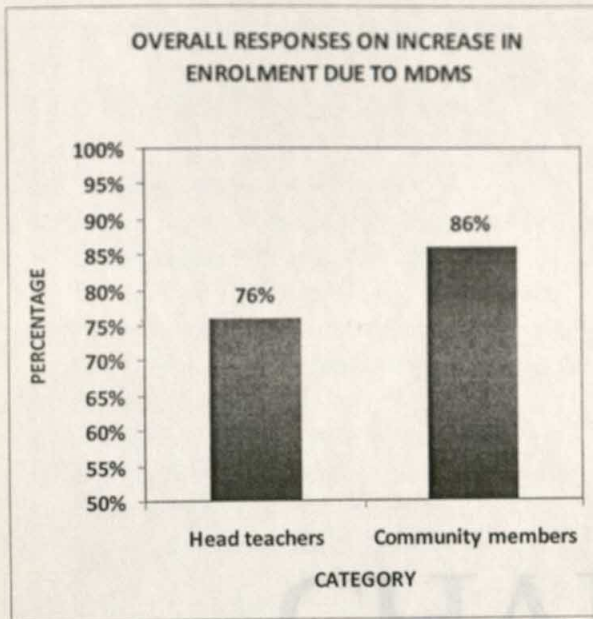


FIGURE-HL 10

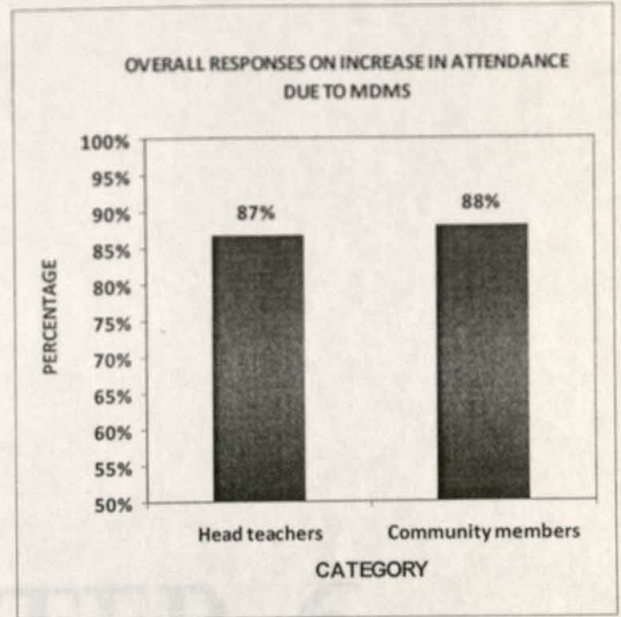


FIGURE-HL 11

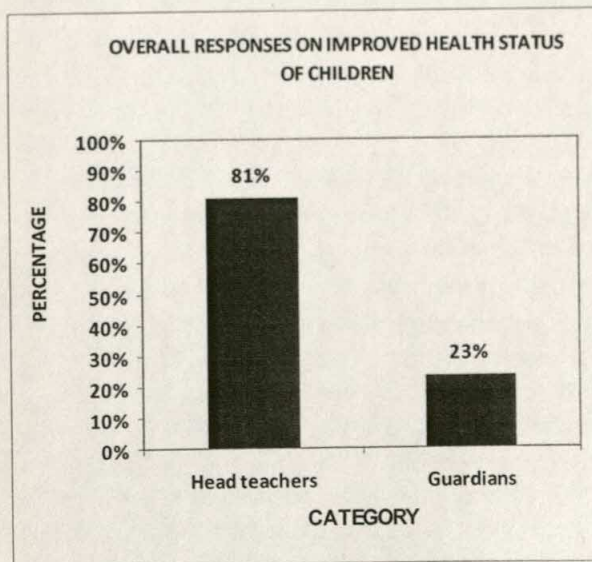


FIGURE-HL 12

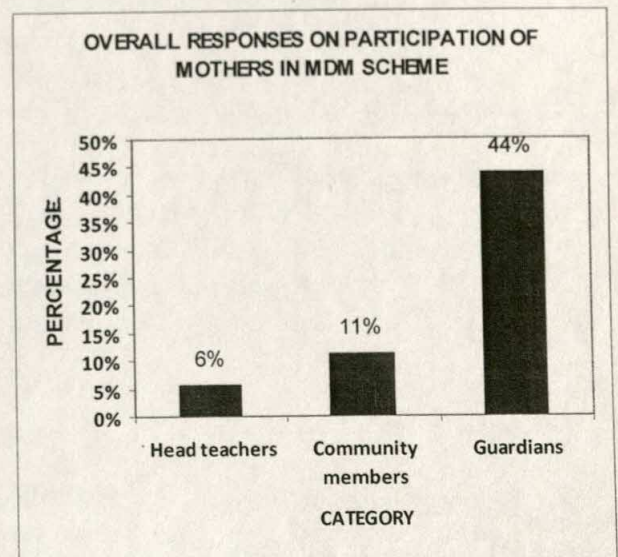


FIGURE 10



FIGURE 11

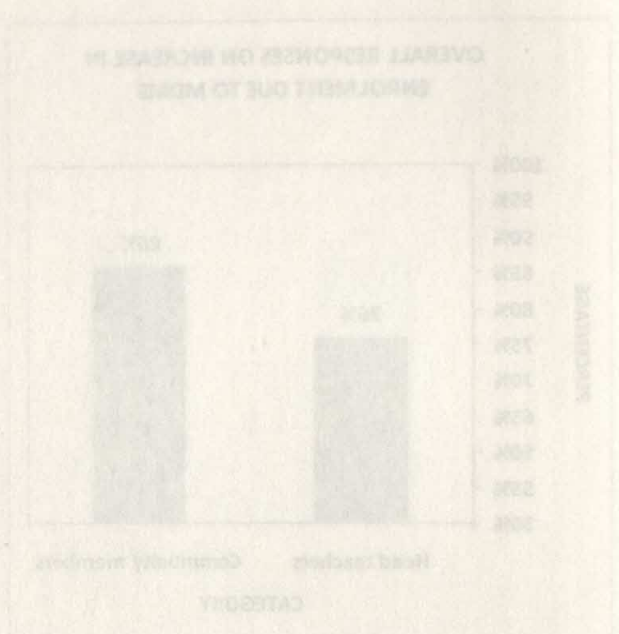


FIGURE 12

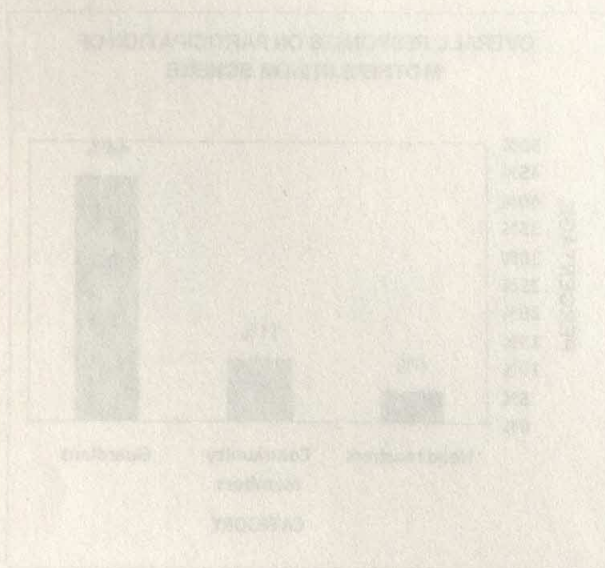


FIGURE 13



SUMMARISATION

A review of the responses obtained from the survey of key target groups namely, head teachers of primary schools, visiting SSMT, community members, guardians/parents of the children and students (Class IV) of five different schools, Jambanja, Malda, Akhondjapan, Bunkura and South 24 Parganas following are the strengths and weaknesses of the Mid-Day Meal Scheme (MDM) in an overall sense.

STRENGTHS:

- Students attend schools regularly.
- Students have expressed that they like to attend schools.
- Students like being taught in the schools.
- Increase in enrolment of students.
- Increase in daily attendance (including Saturday) of students.
- Change in attitude of children of academically disadvantaged sections regarding regular school attendance.
- Reduction in dropout rate of students.
- Improvement in learning levels of students.
- Improvement in physical health of the students.
- Regularity of students in attending classes after completion of the MDM programme.
- Children in rural MDM Scheme to continue in the schools.

CHAPTER 6

WEAKNESSES:

- Irregular food and food grains supply.
- Food grains provided to the schools are of average quality.
- Regular monitoring of the programme by the concerned authorities is lacking.
- Active involvement of community members in the MDM Scheme is somewhat lacking.
- Full-fledged participation of guardians/parents is not there.
- Involvement of mothers in the running of the MDM Scheme is minimal.
- Infrastructure (kitchen, storage area, eating area, drinking water, fuel etc.) available with the school needs urgent improvement.
- Possibility of fire and smoke hazards due to the lack of safety and precautionary measures in the kitchen.
- Children have to carry eating plates with them for having MDM in the school.
- Provision of health supplements like vitamin-A, de-worming medicine, etc. is not regular.
- No safety measures in schools for keeping the food grains pest and moisture free.
- A substantial section of the surveyed population (the poor and marginal) say:
 - a) Canteen is not held after mid-day meal.
 - b) Attendance of students decreases, even if classes are held after MDM.
 - c) Disruption in the teaching-learning process in the school.
 - d) No change in the learning levels of the students.
 - e) MDM provided in the students is not tasted before being distributed.
 - f) Inadequate quantity of food provided to the children.
 - g) Poor quality food is provided to the children.
 - h) Teachers also take mid-day meal in the schools.
- Head teachers are not aware about the average caloric intake of children and are also unaware about protein content in the food provided to the children per meal.

CHAPTER 6

SUMMARISATION

In view of the responses obtained from the survey of four target groups namely, head teachers of primary schools (including SSKs), community members, guardians/parents (of the students) and students (Class-IV) of five districts namely, Jalpaiguri, Malda, Murshidabad, Bankura, and South 24 Parganas, following are the strengths and weaknesses of the Mid-Day Meal Scheme (MDMS) in an overall sense.

STRENGTHS:

- Students attend schools regularly.
- Students have expressed that they like to attend schools.
- Students like taking MDM in the schools.
- Increase in enrolment of students.
- Increase in daily attendance (including Saturday) of students.
- Change in attitude of children of economically disadvantaged sections regarding regular school attendance.
- Reduction in dropout rate of students.
- Improvement in learning levels of students.
- Improvement in general health of the students.
- Regularity of students in attending classes after completion of the MDM programme.
- Guardians want MDM Scheme to continue in the schools.

WEAKNESSES:

- Irregular fund and food grains supply.
- Food grains provided to the schools are of average quality.
- Regular monitoring of the programme by the concerned authorities is lacking.
- Active involvement of community members in the MDM Scheme is somewhat lacking.
- Full-fledged participation of guardians/parents is not there.
- Involvement of mothers in the running of the MDM Scheme is minimum.
- Infrastructure (kitchen, storage area, eating area, drinking water, fuel etc.,) available with the school needs urgent improvement.
- Possibility of both fire and smoke hazards due to the lack of sufficient precautionary measures in the kitchen.
- Children have to carry eating plates with them for having MDM in the school.
- Provision of health supplements like Vitamin-A, de-worming medicines, Iron tablets etc is rare.
- No safety measures in schools for keeping the food grains pest and moisture free.
- A substantial section of the surveyed population (though not majority) says:
 - a) Classes are not held after mid-day meal.
 - b) Attendance of students decreases, even if classes are held after MDM.
 - c) Disruption in the teaching - learning process in the school.
 - d) No change in the learning levels of the students.
 - e) Meal provided to the students is not tasted before hand.
 - f) Inadequate quantity of food provided to the children.
 - g) Poor quality meal is provided to the children.
 - h) Teachers also take mid-day meal in the schools.
- Head teachers are not aware about the average calorific intake of children and are also unaware of the protein content in the food provided to the children per meal.

SUMMARY

In view of the responses obtained from the survey of four target groups namely, head teachers of primary schools (including 222), community members, students (100) and staffs (100) of five schools namely, Jaisigou, Mada, Mursidabad, Bantura and South 26 Baragat, following are the strengths and weaknesses of the Mid-Day Meal Scheme (MDMS) in an overall sense.

STRENGTHS:

- Students attend school regularly.
- Students have expressed that they like to attend school.
- Students like taking MDMS in the school.
- Increase in enrolment of students.
- Increase in daily attendance including Saturday of students.
- Change in attitude of children of economically disadvantaged sections regarding regular school attendance.
- Reduction in dropout rate of students.
- Improvement in learning level of students.
- Improvement in general health of the students.
- Regularity of students in attending classes after completion of the MDMS programme.
- Guardians want MDMS scheme to continue in the school.

WEAKNESSES:

- Irregular food and food grain supply.
- Food grains provided to the schools are of average quality.
- Regular monitoring of the programme by the concerned authorities is lacking.
- Active involvement of community members in the MDMS scheme is somewhat lacking.
- Full-fledged participation of guardians/parents is not there.
- Involvement of mothers in the running of the MDMS scheme is minimum.
- Infrastructure (kitchen, storage area, drinking water, fuel etc.) available with the school needs urgent improvement.
- Possibility of bottle fire and smoke hazards due to the lack of sufficient precautionary measures in the kitchen.
- Children have to carry eating plates with them for having MDMS in the school.
- Provision of health supplements like Vitamin A, de-worming medicine, iron tablets etc. is rare.
- No safety measures in schools for keeping the food grains pest and moisture free.
- A substantial section of the surveyed population (though not majority) says:
 - (a) Classes are not held after mid-day meal.
 - (b) Attendance of students decreases, even if classes are held after MDMS.
 - (c) Distraction in the teaching-learning process in the school.
 - (d) No change in the learning level of the students.
 - (e) Meal provided to the students is not tasted before hand.
 - (f) Inadequate quantity of food provided to the children.
 - (g) Poor quality meal is provided to the children.
 - (h) Teachers also take mid-day meal in the school.
- Head teachers are not aware about the hygiene standards of children and are also unaware of the grain content in the food provided to the children per meal.

RECOMMENDATIONSFOR IMPROVING THE MID-DAY MEAL SCHEMEFROM HEAD TEACHERS:

1. Increase in financial allocations for MDM Scheme with special provision for children coming from economically disadvantaged sections.
2. Mandatory setting up of Mid-Day Meal scheme management committee in schools with regular meeting of the members.
3. Increase in allotment of food-grain per child per day.
4. Increase in salary of the cooks.
5. Provision of mid-day meals every day.
6. Fixing of menu for Mid-Day Meal.
7. Regular monitoring of MDM Scheme by higher officials along with their surprise inspection of schools during meals.
8. Overall improvement in school infrastructure provision for separate kitchen, eating area, storage facilities, provision of safe drinking water, LPG supply, sanitary work etc.
9. Health check-up for students- preventive and follow-up measures for various diseases.
10. Enhanced involvement of community members.
11. Regular provision of supplementary medicines (e.g., Vitamin A, Vitamin D, Iron, Folic acid, tablets etc.) to the students.
12. Health awareness campaign and education about nutrition for the children.

FROM COMMUNITY MEMBERS:

1. Increase in financial allocations per child per day.
2. Increase in allotment of food-grain per child per day.
3. Provision of good quality of food-grain for the students.

CHAPTER 7

RECOMMENDATIONS**FOR IMPROVING THE MID-DAY MEAL SCHEME****FROM HEAD TEACHERS:**

1. Increase in financial allocations for MDM Scheme with special provision for children coming from economically disadvantaged sections.
2. Mandatory setting up of Mid-Day Meal Scheme management committees in schools with regular meeting of the members.
3. Increase in allotment of food grains per child per day.
4. Increase in salary of the cooks.
5. Provision of mid-day meals every Saturday.
6. Fixing of menu chart for students at the Block level.
7. Regular monitoring of MDM Scheme by higher officials along with their surprise inspection of schools during meals.
8. Overall improvement in school infrastructure-provision for separate kitchen, eating area, storage facilities, provision of safe drinking water, LPG supply, boundary walls etc.
9. Health check-up for students- preventive and follow-up measures for various diseases.
10. Enhanced involvement of community members.
11. Regular provision of supplementary micronutrients (e.g., Vitamin A, de-worming medicines, Iron tablets etc.,) to the students.
12. Health awareness campaign and education about nutrition for the children.

FROM COMMUNITY MEMBERS:

1. Increase in financial allocations per child per day.
2. Increase in allotment of food grains per child per day.
3. Provision of good quality of food grains for the children.

RECOMMENDATIONS FOR IMPROVING THE MID-DAY MEAL SCHEME

FROM HEAD TEACHERS:

1. Increase in financial allocations for MDM Scheme with special provision for children coming from economically disadvantaged sections.
2. Mandatory setting up of Mid Day Meal Scheme management committees in schools with regular meeting of the members.
3. Increase in allotment of food grains per child per day.
4. Increase in salary of the cooks.
5. Provision of mid-day meals every Saturday.
6. Fixing of menu chart for students at the block level.
7. Regular monitoring of MDM Scheme by higher officials along with their surprise inspection of schools during meals.
8. Overall improvement in school infrastructure-provision for separate kitchen, eating area, store facilities, provision of safe drinking water, LPG supply, boundary walls etc.
9. Health check-up for students - preventive and follow-up measures for various diseases.
10. Enhanced involvement of community members.
11. Regular provision of supplementary micronutrients (e.g., Vitamin A, de-worming medicines, etc. tablets etc.) to the students.
12. Health awareness campaign and education about nutrition for the children.

FROM COMMUNITY MEMBERS:

1. Increase in financial allocations per child per day.
2. Increase in allotment of food grains per child per day.
3. Provision of good quality of food grains for the children.

4. Overall improvement in school infrastructure-provision for separate kitchen, eating area, storage facilities, provision of safe drinking water, LPG supply, boundary walls etc.
5. Regular payment of salary to the cooks.
6. Relieving teachers from supervision of MDM Scheme so as facilitate improved teaching-learning process in the school.
7. Awareness campaign for public in general for their enhanced participation in the scheme.

FROM GUARDIANS:

1. Close monitoring of the programme by Panchayat members, District and Block officials.
2. Supervision of children during Mid-Day Meal Scheme by teachers, cooks, helpers etc.
3. Provision of cooked MDM six days a week with varied, nutritious menu.
4. Regular provision of health supplements like Vitamin-A, de-worming medicines, Iron tablets etc for the students, daily display of menu chart in the school, and regular health check up for the students.
5. Serving adequate quantity of food to the children.
6. Arrangements of eating plates for children from school.
7. Maintenance of hygiene during cooking, serving and eating of the meal.
8. Relieving teachers from supervision of the MDM Scheme.
9. Responsibility of running the MDM Scheme may be given to SHGs.
10. Awareness campaign for guardians for their enhanced participation in the scheme.

In conclusion, the study reveals that the Mid-Day Meal Scheme has made a promising start in the state of West Bengal but the above-mentioned quality and quantity issues need urgent attention. The success of the Mid-Day Meal Scheme revolves around the manner in which it is implemented in the school. For optimum functioning, this programme could be actively linked to other schemes such as SGRY, BRGF, and NRHM etc. A systematic school health programme could also form an integral part of the MDM Scheme, which may comprise of the following measures:

1. Provision of regular medical check ups for the children
2. Remedial measures and follow-up

3. Remedial measures and follow-up

1. Provision of regular medical check ups for the children

which may comprise of the following measures:

Intim etc. A systematic school health programme could also form an integral part of the MDM Scheme optimum functioning. This programme could be actively linked to other schemes such as SMT, BMT, and the Mid-Day Meal Scheme revolves around the manner in which it is implemented in the school. For West Bengal but the above-mentioned quality and quantity issues need urgent attention. The success of in conclusion, the study reveals that the Mid-Day Meal Scheme has made a promising start in the state of

10. Awareness campaign for guardians for their enhanced participation in the scheme.

9. Responsibility of running the MDM Scheme may be given to SHG.

8. Relieving teacher from supervision of the MDM Scheme.

7. Maintenance of hygiene during cooking, serving and eating of the meal.

6. Arrangements of eating plates for children from school.

5. Serving adequate quantity of food to the children.

4. Regular provision of health supplements like Vitamin-A, de-worming medicines, iron tablets etc for the students, daily display of menu chart in the school, and regular health check up for the students.

3. Provision of cooked MDM six days a week with varied, nutritious menu.

2. Supervision of children during Mid-Day Meal Scheme by teachers, cooks, helpers etc.

1. Close monitoring of the programme by Panchayat members, District and Block officials.

FROM GUARDIANS:

7. Awareness campaign for public in general for their enhanced participation in the scheme.

process in the school.

6. Relieving teacher from supervision of MDM Scheme so as facilitate improved teaching-learning

5. Regular payment of salary to the cook.

4. Overall improvement in school infrastructural provision for separate kitchen, eating area, storage facilities, provision of safe drinking water, LPG supply, boundary walls etc.

3. Preventive measures
4. Maintenance of mental health
5. Maintenance of health records

Proactive efforts may be made so that every school and SSK has the requisite infrastructure for running the scheme. This includes good hygienic environment of the school, adequate space in the classroom, proper ventilation and light conditions, safe drinking water, facilities for sanitary toilets.

Moreover, an improvement in the economic conditions of the community at large is likely to result in more nutritious food for their children at home which will more effectively complement the MDM served in the schools/SSKs. Finally, an enhanced community participation in the Mid-Day Meal Scheme is desirable so that it becomes a people's programme, addressing both class room hunger and contributing to the overall improvement of the teaching-learning process in the schools.

ANNEXURES

3. Preventive measures

4. Maintenance of mental health

5. Maintenance of health records

Proactive efforts may be made so that every school and SSK has the requisite infrastructure for running the scheme. This includes good hygienic environment of the school, adequate space in the classroom, proper ventilation and light conditions, safe drinking water, facilities for sanitary toilets.

Moreover, an improvement in the economic conditions of the community is likely to result in more nutritious food for their children at home which will more effectively complement the WDM served in the school/SSK. Finally, an enhanced community participation in the Mid-Day Meal scheme is desirable so that it becomes a people's programme, addressing both class room hunger and contributing to the overall improvement of the teaching-learning process in the schools.

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ANNEXURES

বিদ্যালয় শিক্ষা দপ্তর, পশ্চিমবঙ্গ এর অনুমোদন অনুযায়ী SCERT (WB) এবং DIET

এর যৌথ উদ্যোগে 'মিড ডে মিল' প্রকল্প সম্পর্কিত সমীক্ষা

বিদ্যালয় প্রধানদের জন্য সমীক্ষাপত্র

(সাধারণ নির্দেশ : বিদ্যালয় প্রধান এই সমীক্ষা পত্রটি পূরণ করবেন)

সঙ্কেত সংখ্যা : _____

তারিখ : _____

সাধারণ তথ্যাবলী :

১। (ক) বিদ্যালয়ের নাম : _____

(খ) বিদ্যালয়ের ঠিকানা : _____

(গ) D.I.S.E. সঙ্কেত সংখ্যা : _____

(ঘ) বিদ্যালয়ের ধরণ : _____

সরকারী - সরকার পোষিত ☐ সরকারী সাহায্যপ্রাপ্ত ☐

শিশু-শিক্ষা কেন্দ্র ☐ স্থানীয় প্রতিষ্ঠান দ্বারা পরিচালিত বিদ্যালয় ☐

বেসরকারী বিদ্যালয় ☐ মিউনিসিপাল / করপোরেশন বিদ্যালয় ☐

অন্যান্য (উল্লেখ করুন) : _____

২। (ক) মোট শিক্ষার্থী সংখ্যা : ছেলে ☐ মেয়ে ☐ মোট ☐

(খ) মোট শিক্ষক সংখ্যা : পুরুষ ☐ মহিলা ☐ মোট ☐

৩। বিদ্যালয়ের কাজের সময় : সকাল ☐ দুপুর ☐

‘দুপুরের খাবার’ কর্মসূচীর পরিকল্পনা :

৪। (ক) বিদ্যালয়ের ‘দুপুরের খাবার’ প্রকল্পটি চালু হয়েছে কি ?

হ্যাঁ ☐ না ☐

(খ) হয়ে থাকলে, কবে থেকে প্রকল্পটি চালু হয়েছে ?

(গ) ২০০২-২০০৩ শিক্ষার্থীদের সংখ্যা ও বিবরণ :

শ্রেণি	সাধারণ		তপশিলী জাতি		তপশিলী উপজাতি		অন্যান্য অনগ্রসর শ্রেণি		সংখ্যালঘু সম্প্রদায়		প্রতিবন্ধি		মন্তব্য (যদি থাকে)
	ছেলে	মেয়ে	ছেলে	মেয়ে	ছেলে	মেয়ে	ছেলে	মেয়ে	ছেলে	মেয়ে	ছেলে	মেয়ে	
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মোট													

(ঘ) ২০০৩-২০০৪ শিক্ষাবর্ষে শিক্ষার্থীদের সংখ্যা ও বিবরণ :

শ্রেণি	সাধারণ		তপশিলী জাতি		তপশিলী উপজাতি		অন্যান্য অনগ্রসর শ্রেণি		সংখ্যালঘু সম্প্রদায়		প্রতিবন্ধি		মন্তব্য (যদি থাকে)
	ছেলে	মেয়ে	ছেলে	মেয়ে	ছেলে	মেয়ে	ছেলে	মেয়ে	ছেলে	মেয়ে	ছেলে	মেয়ে	
I													
II													
III													
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V													
মোট													



ସାମ



ଲେଖକ (ନାମ ଓ ଠିକଣା ଯୋଗାଯୋଗ)

ପ୍ରାଥମିକ ଶିକ୍ଷା ବିଭାଗ, ଶାନ୍ତିନଗର

୧. ଶିକ୍ଷକଙ୍କ ନାମ ଓ ଠିକଣା ଯୋଗାଯୋଗ (କ) ୧୫



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୨. ଶିକ୍ଷକଙ୍କ ନାମ ଓ ଠିକଣା ଯୋଗାଯୋଗ (ଖ) ୫

୩. ଶିକ୍ଷକଙ୍କ ନାମ ଓ ଠିକଣା ଯୋଗାଯୋଗ (ଗ) ୫

କ୍ରମ ନଂ	ନାମ	ପିତାଙ୍କ ନାମ	ଲେଖକ ନାମ	ବିଷୟ ନାମ	ବିଷୟ ନାମ	ନାମ	ନିର୍ଦ୍ଧାରିତ
	ନାମ	ନାମ	ନାମ	ନାମ	ନାମ	ନାମ	
							I
							II
							III
							IV
							V
							ଶାନ୍ତି

୪. ଶିକ୍ଷକଙ୍କ ନାମ ଓ ଠିକଣା ଯୋଗାଯୋଗ (ଘ) ୫

କ୍ରମ ନଂ	ନାମ	ପିତାଙ୍କ ନାମ	ଲେଖକ ନାମ	ବିଷୟ ନାମ	ବିଷୟ ନାମ	ନାମ	ନିର୍ଦ୍ଧାରିତ
	ନାମ	ନାମ	ନାମ	ନାମ	ନାମ	ନାମ	
							I
							II
							III
							IV
							V
							ଶାନ୍ତି

(ঙ) ২০০৪-২০০৫ শিক্ষাবর্ষে শিক্ষার্থীদের সংখ্যা ও বিবরণ :

শ্রেণি	সাধারণ		তপশিলী জাতি		তপশিলী উপজাতি		অন্যান্য অনগ্রসর শ্রেণি		সংখ্যালঘু সম্প্রদায়		প্রতিবন্ধি		মন্তব্য (যদি থাকে)
	ছেলে	মেয়ে	ছেলে	মেয়ে	ছেলে	মেয়ে	ছেলে	মেয়ে	ছেলে	মেয়ে	ছেলে	মেয়ে	
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মোট													

(চ) ২০০৫-২০০৬ শিক্ষাবর্ষে শিক্ষার্থীর সংখ্যা ও বিবরণ :

শ্রেণি	সাধারণ		তপশিলী জাতি		তপশিলী উপজাতি		অন্যান্য অনগ্রসর শ্রেণি		সংখ্যালঘু সম্প্রদায়		প্রতিবন্ধি		মন্তব্য (যদি থাকে)
	ছেলে	মেয়ে	ছেলে	মেয়ে	ছেলে	মেয়ে	ছেলে	মেয়ে	ছেলে	মেয়ে	ছেলে	মেয়ে	
I													
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মোট													

କ୍ରମ ନଂ (କ୍ରମ)	ଜିଲ୍ଲା	ପ୍ରାନ୍ତ	ପ୍ରାନ୍ତ	ଜିଲ୍ଲା	ଜିଲ୍ଲା	ପ୍ରାନ୍ତ	ମିଳି
	କ୍ରମ	କ୍ରମ	କ୍ରମ	କ୍ରମ	କ୍ରମ	କ୍ରମ	କ୍ରମ
							I
							II
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							VI
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							୧୦୦

କ୍ରମ ନଂ (କ୍ରମ)	ଜିଲ୍ଲା	ପ୍ରାନ୍ତ	ପ୍ରାନ୍ତ	ଜିଲ୍ଲା	ଜିଲ୍ଲା	ପ୍ରାନ୍ତ	ମିଳି
	କ୍ରମ	କ୍ରମ	କ୍ରମ	କ୍ରମ	କ୍ରମ	କ୍ରମ	କ୍ରମ
							I
							II
							III
							VI
							V
							୧୦୦

(ছ) ২০০৬-২০০৭ শিক্ষাবর্ষে শিক্ষার্থীদের সংখ্যা ও বিবরণ :

শ্রেণি	সাধারণ		তপশিলী জাতি		তপশিলী উপজাতি		অন্যান্য অনগ্রসর শ্রেণি		সংখ্যালঘু সম্প্রদায়		প্রতিবন্ধি		মন্তব্য (যদি থাকে)
	ছেলে	মেয়ে	ছেলে	মেয়ে	ছেলে	মেয়ে	ছেলে	মেয়ে	ছেলে	মেয়ে	ছেলে	মেয়ে	
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মোট													

(জ) ২০০৭-২০০৮ শিক্ষাবর্ষে শিক্ষার্থীদের সংখ্যা ও বিবরণ :

শ্রেণি	সাধারণ		তপশিলী জাতি		তপশিলী উপজাতি		অন্যান্য অনগ্রসর শ্রেণি		সংখ্যালঘু সম্প্রদায়		প্রতিবন্ধি		মন্তব্য (যদি থাকে)
	ছেলে	মেয়ে	ছেলে	মেয়ে	ছেলে	মেয়ে	ছেলে	মেয়ে	ছেলে	মেয়ে	ছেলে	মেয়ে	
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মোট													

ଅନୁସୂଚିତ ଶାସନ ଗ୍ରାମପଞ୍ଚାୟତିରାସ୍ ପ୍ରାଥମିକ ସ୍କୁଲ ୨୦୦୫-୨୦୦୬ (୩)

କ୍ରମ ସଂଖ୍ୟା (କ୍ରମ)	ପିଲାଙ୍କ ନାମ	ପ୍ରାଥମିକ ସ୍ତର	ଦ୍ୱିତୀୟ ସ୍ତର	ତୃତୀୟ ସ୍ତର	ଚତୁର୍ଥ ସ୍ତର	ପଞ୍ଚମ ସ୍ତର	ମୋଟ
	ପ୍ରାଥମିକ	ପ୍ରାଥମିକ	ପ୍ରାଥମିକ	ପ୍ରାଥମିକ	ପ୍ରାଥମିକ	ପ୍ରାଥମିକ	
							I
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ଅନୁସୂଚିତ ଶାସନ ଗ୍ରାମପଞ୍ଚାୟତିରାସ୍ ପ୍ରାଥମିକ ସ୍କୁଲ ୨୦୦୫-୨୦୦୬ (୩)

କ୍ରମ ସଂଖ୍ୟା (କ୍ରମ)	ପିଲାଙ୍କ ନାମ	ପ୍ରାଥମିକ ସ୍ତର	ଦ୍ୱିତୀୟ ସ୍ତର	ତୃତୀୟ ସ୍ତର	ଚତୁର୍ଥ ସ୍ତର	ପଞ୍ଚମ ସ୍ତର	ମୋଟ
	ପ୍ରାଥମିକ	ପ୍ରାଥମିକ	ପ୍ରାଥମିକ	ପ୍ରାଥମିକ	ପ୍ରାଥମିକ	ପ୍ରାଥମିକ	
							I
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							୫୦

৫। (ক) আপনার বিদ্যালয়ে 'দুপুরের খাবার' প্রকল্পের জন্য পরিচালন সমিতি আছে কি?

হ্যাঁ

☐

না

☐

(খ) আপনার বিদ্যালয়ে 'দুপুরের খাবার' পরিচালন সমিতির সদস্য কারা?

বিদ্যালয় প্রধান

☐

গ্রাম শিক্ষা সমিতির সদস্য

☐

অভিভাবক-শিক্ষক সংস্থার সদস্য

☐

মাতা-শিক্ষক সংস্থার সদস্য

☐

স্বনির্ভর গোষ্ঠী

☐

স্বেচ্ছাসেবী সংগঠন

☐

সহকারী শিক্ষক/শিক্ষিকা

☐

অন্যান্য (উল্লেখ করুন)

(গ) 'দুপুরের খাবার' প্রকল্পের কর্মসূচী নিয়ে সদস্যরা কতদিন অন্তর আলোচনার জন্য বসেন?

সপ্তাহে একবার

☐

পনেরো দিনে একবার

☐

মাসে একবার

☐

ছ'মাসে একবার

☐

বছরে একবার

☐

কখনও নয়

☐

(ঘ) দুপুরের খাবার চলার সময় কোনও ব্লক / জেলার পদস্থ কর্মচারী বিদ্যালয় পরিদর্শনে আসেন কি?

হ্যাঁ

☐

না

☐

(ঙ) আপনার বিদ্যালয়ে দুপুরের খাবার ব্যবস্থাপনায় গ্রাম শিক্ষা সমিতি / অভিভাবক শিক্ষক সমিতি / মাতা-শিক্ষক সমিতি / পঞ্চায়েত সদস্যের সহযোগিতা পান কি?

গ্রাম শিক্ষা সমিতি

হ্যাঁ

☐

না

☐

অভিভাবক শিক্ষক সমিতি

হ্যাঁ

☐

না

☐

মাতা-শিক্ষক সমিতি

হ্যাঁ

☐

না

☐

পঞ্চায়েত

হ্যাঁ

☐

না

☐

1. କି ପ୍ରକାର ଶିକାରୀଙ୍କ ସହଯୋଗୀ ଲକ୍ଷ୍ୟ ହେଉଥିଲା 'ସାମାଜିକ ସମ୍ବଳ' ? (୧)

☐

ମ

☐

୧୫

2. କି ପ୍ରକାର ଲକ୍ଷ୍ୟ ଶିକାରୀଙ୍କ ସହଯୋଗୀ ଲକ୍ଷ୍ୟ ହେଉଥିଲା 'ସାମାଜିକ ସମ୍ବଳ' ? (୧)

☐

ସାମାଜିକ ଶିକାରୀଙ୍କ ସହଯୋଗୀ ଲକ୍ଷ୍ୟ

☐

ଲକ୍ଷ୍ୟ ଶିକାରୀଙ୍କ

☐

ସାମାଜିକ ସମ୍ବଳ ଲକ୍ଷ୍ୟ

☐

ସାମାଜିକ ସମ୍ବଳ ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ

☐

ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ

☐

ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ

☐

ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ

(ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ) ଲକ୍ଷ୍ୟ

3. କି ପ୍ରକାର ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ 'ସାମାଜିକ ସମ୍ବଳ' ? (୧)

☐

ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ

☐

ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ

☐

ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ

☐

ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ

☐

ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ

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ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ

4. କି ପ୍ରକାର ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ 'ସାମାଜିକ ସମ୍ବଳ' ? (୧)

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5. କି ପ୍ରକାର ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ 'ସାମାଜିକ ସମ୍ବଳ' ? (୧)

1. କି ପ୍ରକାର ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ ଲକ୍ଷ୍ୟ

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১) আপনার বিদ্যালয়ে রান্না করা (দুপুরের) খাবারের ব্যবস্থাপনায় বাবা-মা/অভিভাবকদের কাছ থেকে সহযোগিতা পান কি ?

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২। যদি পান, তাহলে কী ধরনের সাহায্য পান ?

রান্নায় সাহায্য

☐

পরিবেশনে সাহায্য

☐

খাবার জায়গা পরিষ্কারে সাহায্য

☐

অন্যান্য (উল্লেখ করুন)

৬। (ক) 'দুপুরের খাবার' প্রকল্প চালু রাখতে যে অর্থের প্রয়োজন তা আপনি কোথা থেকে পান ?

(খ) (১) 'দুপুরের খাবার' প্রকল্পের জন্য বরাদ্দ অর্থ কি আপনি যথা সময়ে পান ?

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(২) যদি না পান, তার কী কারণ বলে আপনার মনে হয় ?

(গ) বিদ্যালয়ে 'দুপুরের খাবার' প্রকল্পের খরচের হিসাব কে রাখেন ?

বিদ্যালয় প্রধান

☐

সহশিক্ষক / শিক্ষিকা

☐

সমষ্টি উন্নয়ন আধিকারিক (বি.ডি.ও)

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গ্রাম শিক্ষা সমিতির সদস্য

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कक्षा 10 के छात्रों के लिए है। इसका उद्देश्य छात्रों को 'संसाधन' के अर्थ और महत्व के बारे में जानकारी देना है। (1)

1. नीचे दिए गए वाक्यों को पढ़ें।

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क

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2. नीचे दिए गए वाक्यों में से सही वाक्य चुनिए। (1)

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संसाधन का अर्थ है

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संसाधन का अर्थ है

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संसाधन का अर्थ है संसाधन का अर्थ है

(सही वाक्य चुनिए)

3. नीचे दिए गए वाक्यों में से सही वाक्य चुनिए। (1)

4. नीचे दिए गए वाक्यों में से सही वाक्य चुनिए। (1)

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5. नीचे दिए गए वाक्यों में से सही वाक्य चुनिए। (1)

6. नीचे दिए गए वाक्यों में से सही वाक्य चुनिए। (1)

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संसाधन का अर्थ है

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संसाधन का अर्थ है

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संसाधन का अर्थ है

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(1) नीचे दिए गए वाक्यों में से सही वाक्य चुनिए।

(ঘ) বিদ্যালয়ে 'দুপুরের খাবার' প্রকল্পের হিসাব পরীক্ষা করা হয় কি?

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(ঙ) বিদ্যালয়ে 'দুপুরের খাবার' প্রকল্পের আয় ব্যয়ের হিসাব পরীক্ষা পরিচালনার দায়িত্ব কারা নেন?

(চ) বিদ্যালয়ের বছরে কতবার 'দুপুরের খাবার' প্রকল্পের হিসাব পরীক্ষা করা হয়?

৭। (ক) বিদ্যালয়ে রান্না করা (দুপুরের) খাবার প্রস্তুতির জন্য আলাদা রান্নাঘর আছে কি?

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(খ) যদি থাকে, তাহলে রান্নাঘরের ধরণ হল —

স্থায়ী রান্নাঘর

☐

অস্থায়ী চালা

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রাঁধুনির বাড়ি

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৮। (ক) বিদ্যালয়ে কি ধরনের ভাঁড়ার ঘর আছে?

স্বতন্ত্র ভাঁড়ার ঘর

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রান্নাঘরে ভাঁড়ার

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ভাঁড়ার ঘর নেই

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(খ) বিদ্যালয়ে রান্নার জন্য যথেষ্ট বাসনপত্র আছে কি?

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(গ) বাসনপত্র নিয়মিত পরিষ্কার করা হয় কি?

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(ঘ) শিক্ষার্থীদের খাওয়ার থালা পরিষ্কার পরিচ্ছন্ন কিনা তা শিক্ষক/শিক্ষিকারা নিয়মিত লক্ষ্য রাখেন কি?

হ্যাঁ ☐ না ☐

(ঙ) শিক্ষার্থীরা খাওয়ার আগে তাদের হাত ধোয় কি ?

হ্যাঁ ☐ না ☐

৯। (ক) রান্নার জন্য কোথাকার জল ব্যবহার করা হয় ?

নলকূপ ☐ কলের জল ☐ পুকুর ☐

নদী ☐ কুয়ো ☐

অন্যান্য (উল্লেখ করুন) _____

(খ) বিদ্যালয়ে নিরাপদ পানীয় জলের কোনো ব্যবস্থা আছে কি ?

হ্যাঁ ☐ না ☐

(গ) বিদ্যালয়ে কোথা থেকে জল পাওয়া যায় ?

নলকূপ ☐ হাত পাম্প ☐

কলের জল ☐ তোলা জল ☐

(ঘ) যে পরিমাণ জল পাওয়া যায় তা কি যথেষ্ট ?

হ্যাঁ ☐ না ☐

১০ (ক) রান্নার জন্য কি ধরনের জ্বালানী ব্যবহার করা হয় ?

রান্নার গ্যাস ☐ কাঠ ☐

কয়লা ☐ কেরোসিন ☐

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୧ କି ହାତ ତର ହାତ (ସାତ ଚାଟିଆ ଛାଣିଆଣି) (୩)

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୨ ହାତ ଚାଟିଆ ତର ହାତ (ସାତ ଚାଟିଆ ଛାଣିଆଣି) (୩) ୧୫

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(ନିମ୍ନ ଚାଟିଆ) ଛାଣିଆଣି

୩ କି ହାତ ଛାଣିଆଣି (ସାତ ଚାଟିଆ ଛାଣିଆଣି) (୩)

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୪ ହାତ ଛାଣିଆଣି (ସାତ ଚାଟିଆ ଛାଣିଆଣି) (୩)

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ଛାଣିଆଣି

୫ ହାତ ଛାଣିଆଣି (ସାତ ଚାଟିଆ ଛାଣିଆଣି) (୩)

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୬ ହାତ ଛାଣିଆଣି (ସାତ ଚାଟିଆ ଛାଣିଆଣି) (୩) ୧୫

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(খ) যথেষ্ট পরিমাণে জ্বালানী কি পাওয়া যায়?

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১) যদি না যায়, কী ধরনের সমস্যার আপনি সম্মুখীন হন?

১১ (ক) প্রতিমাসে বিদ্যালয়ে প্রাপ্ত চালের পরিমাণ কি?

(খ) এই প্রাপ্ত চালের পরিমাণ আপনি কিভাবে স্থির করেন?

(গ) বিদ্যালয়ে প্রতি মাসে যে পরিমাণ চাল লাগে, তার হিসাব আপনি কাকে দেন?

(ঘ) বিদ্যালয়ে চাল পেতে অসুবিধা হলে, আপনি কার সাথে যোগাযোগ করেন?

(ঙ) বিদ্যালয়ে দৈনিক কত পরিমাণ চাল লাগে?

(চ) বিদ্যালয়ে চালের যোগান সময়মত পৌছোয় কি?

হ্যাঁ

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১. মোট প্রকল্পের আর্থিক প্রায়োগিক হিসাব (৮)



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২. প্রকল্পের আর্থিক প্রায়োগিক হিসাব (৯)

৩. প্রকল্পের আর্থিক প্রায়োগিক হিসাব (১০)

৪. প্রকল্পের আর্থিক প্রায়োগিক হিসাব (১১)

৫. প্রকল্পের আর্থিক প্রায়োগিক হিসাব (১২)

৬. প্রকল্পের আর্থিক প্রায়োগিক হিসাব (১৩)

৭. প্রকল্পের আর্থিক প্রায়োগিক হিসাব (১৪)

৮. প্রকল্পের আর্থিক প্রায়োগিক হিসাব (১৫)



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৮

(১) যদি না পৌঁছয়, কী কী বিকল্প ব্যবস্থা আপনি নেন? ...

(ছ) বিদ্যালয়ে চালের যোগান কোথা থেকে আসে?

(জ) বিদ্যালয়ে প্রাপ্ত চাল কি ভাবে পৌঁছয়?

(ঝ) বিদ্যালয়ে চাল পৌঁছতে কত খরচ হয় এবং সেই খরচ কে বহন করেন?

(ঞ) বিদ্যালয়ে চাল আনতে আপনি কাদের সহযোগিতা পান?

সহকারী শিক্ষক / শিক্ষিকা

☐

রাঁধুনী

☐

স্বেচ্ছাসেবী সংস্থা

☐

স্বনির্ভর গোষ্ঠী

☐

গ্রাম শিক্ষা সমিতি

☐

অভিভাবক

☐

মাতা-শিক্ষক সমিতি

☐

অভিভাবক শিক্ষক সমিতি

☐

(ট) বিদ্যালয়ে প্রাপ্ত চাল আপনি কীভাবে সংরক্ষণ করেন?

১০০০ বিগত অসম চৰকাৰ ক'ৰ্প'ৰেচন (১)

১০০০ বিগত অসম চৰকাৰ ক'ৰ্প'ৰেচন (২)

১০০০ বিগত অসম চৰকাৰ ক'ৰ্প'ৰেচন (৩)

১০০০ বিগত অসম চৰকাৰ ক'ৰ্প'ৰেচন (৪)

১০০০ বিগত অসম চৰকাৰ ক'ৰ্প'ৰেচন (৫)

- | | |
|---|---|
| <input type="checkbox"/> নিৰ্দ্ধাৰিত | <input type="checkbox"/> অসম চৰকাৰ ক'ৰ্প'ৰেচন |
| <input type="checkbox"/> অসম চৰকাৰ ক'ৰ্প'ৰেচন | <input type="checkbox"/> অসম চৰকাৰ ক'ৰ্প'ৰেচন |
| <input type="checkbox"/> অসম চৰকাৰ ক'ৰ্প'ৰেচন | <input type="checkbox"/> অসম চৰকাৰ ক'ৰ্প'ৰেচন |
| <input type="checkbox"/> অসম চৰকাৰ ক'ৰ্প'ৰেচন | <input type="checkbox"/> অসম চৰকাৰ ক'ৰ্প'ৰেচন |

১০০০ বিগত অসম চৰকাৰ ক'ৰ্প'ৰেচন (৬)

(ঠ) বিদ্যালয়ে প্রাপ্ত চালের গুণমান সম্পর্কে আপনার মতামত কি?

ভাল ☐ মোটামুটি ☐ খারাপ ☐

১২ (ক) আপনার বিদ্যালয়ে কি সবজি-বাগান আছে ?

হ্যাঁ ☐ না ☐

(খ) প্রতিদিন বাজারে গিয়ে অন্যান্য খাদ্য সামগ্রী / সবজী কেনার দায়িত্ব কে নেন ?

বিদ্যালয় প্রধান ☐ সহকারী শিক্ষক/ শিক্ষিকা ☐

রাঁধুনী ☐ স্বেচ্ছাসেবী সংস্থা ☐

স্বনির্ভর গোষ্ঠী ☐ গ্রাম শিক্ষা সমিতি ☐

অভিভাবক ☐

অন্যান্য (উল্লেখ করুন) _____

১৩ (ক) বিদ্যালয়ে কারা রান্নার কাজে যুক্ত থাকেন ?

মায়েরা ☐ রাঁধুনীরা ☐ গ্রামশিক্ষা সমিতির সদস্যরা ☐

স্বনির্ভর গোষ্ঠী ☐ স্বেচ্ছাসেবী সংস্থা ☐ যুবসংঘগুলি ☐

(খ) আপনার বিদ্যালয়ে রাঁধুনির সংখ্যা কতজন ?

পুরুষ ☐ মহিলা ☐ মোট ☐

(গ) রান্না করা (দুপুরের) খাবার পরিবেশনের কাজে কারা যুক্ত থাকেন ?

রাঁধুনী ☐ রাঁধুনির সহকারী ☐ সহশিক্ষক / শিক্ষিকারা ☐

শিক্ষার্থীরা ☐ মায়েরা ☐ বিদ্যালয় প্রধান ☐

କୌଣସି ସାମାଜିକ ସମ୍ପର୍କର ମାଧ୍ୟମରେ ଗୋଟିଏ ଗ୍ରାମକୁ ଯିବା (କ) ୧୧

☐ ଗାଆଁ ☐ ଗ୍ରାମପଞ୍ଚାୟତ ☐ ଗ୍ରାମ

୧. ଗ୍ରାମର ଗୋଟିଏ-ଦୁଇଟି ବଡ଼ ଗୋଟିଏ ଗ୍ରାମପଞ୍ଚାୟତ (କ) ୧୧

☐ ଗ୍ରାମ ☐ ଗ୍ରାମ

୧. କିମ୍ବା କିମ୍ବା ଗ୍ରାମର ଗୋଟିଏ ଗ୍ରାମ (କିମ୍ବା ଗ୍ରାମ ଗ୍ରାମର ଗୋଟିଏ ଗ୍ରାମ) (କ) ୧୧

☐ ଗୋଟିଏ ଗ୍ରାମ (କିମ୍ବା ଗ୍ରାମ) ☐ ଗୋଟିଏ ଗ୍ରାମ

☐ ଗ୍ରାମ (କିମ୍ବା ଗ୍ରାମ) ☐ ଗ୍ରାମ

☐ ଗୋଟିଏ ଗ୍ରାମ ☐ ଗୋଟିଏ ଗ୍ରାମ

☐ ଗୋଟିଏ ଗ୍ରାମ

(କିମ୍ବା ଗ୍ରାମ) ଗ୍ରାମ

୧. କିମ୍ବା କିମ୍ବା ଗ୍ରାମର ଗୋଟିଏ ଗ୍ରାମ (କ) ୧୧

☐ ଗୋଟିଏ ଗ୍ରାମ (କିମ୍ବା ଗ୍ରାମ) ☐ ଗୋଟିଏ ଗ୍ରାମ ☐ ଗୋଟିଏ ଗ୍ରାମ

☐ ଗୋଟିଏ ଗ୍ରାମ ☐ ଗୋଟିଏ ଗ୍ରାମ ☐ ଗୋଟିଏ ଗ୍ରାମ

୧. କିମ୍ବା କିମ୍ବା ଗ୍ରାମର ଗୋଟିଏ ଗ୍ରାମ (କ) ୧୧

☐ ଗ୍ରାମ ☐ ଗ୍ରାମ ☐ ଗ୍ରାମ

୧. କିମ୍ବା କିମ୍ବା ଗ୍ରାମର ଗୋଟିଏ ଗ୍ରାମ (କିମ୍ବା ଗ୍ରାମ) ଗ୍ରାମ (କ) ୧୧

☐ ଗୋଟିଏ ଗ୍ରାମ (କିମ୍ବା ଗ୍ରାମ) ☐ ଗୋଟିଏ ଗ୍ରାମ ☐ ଗୋଟିଏ ଗ୍ରାମ

☐ ଗୋଟିଏ ଗ୍ରାମ ☐ ଗୋଟିଏ ଗ୍ରାମ ☐ ଗୋଟିଏ ଗ୍ରାମ

(ঘ) রাঁধুনী নিয়োগের দায়িত্ব কে বা কারা নেন? ☐

বিদ্যালয় প্রধান ☐ গ্রাম শিক্ষক সমিতির সদস্যরা ☐

পঞ্চায়েতের সদস্যরা ☐ শিক্ষক / শিক্ষিকরা ☐

অন্যান্যরা (উল্লেখ করুন) _____

(ঙ) আপনি কি রাঁধুনীকে সোজাসুজি পারিশ্রমিক দেন?

হ্যাঁ ☐ না ☐

১) 'হ্যাঁ' হলে, তা কি নিয়মিত?

হ্যাঁ ☐ না ☐

২) যদি 'না' হয়, তাহলে কে পারিশ্রমিক দেন?

(চ) প্রত্যেক রাঁধুনীকে মাসে কত পারিশ্রমিক দেওয়া হয়?

২০০-৩০০ টাকা ☐ ৩০০-৪০০ টাকা ☐

৪০০-৫০০ টাকা ☐ ৫০০-৬০০ টাকা ☐

৬০০ টাকার বেশি ☐

১৪। (ক) প্রতিমাসে বিদ্যালয়ে শিক্ষার্থীদের কদিন রান্না করা (দুপুরের) খাবার দেওয়া হয়?

(খ) প্রতি সপ্তাহে বিদ্যালয়ে শিক্ষার্থীদের কদিন রান্না করা (দুপুরের) খাবার দেওয়া হয়?

একদিন ☐ দুদিন ☐ তিনদিন ☐

চারদিন ☐ পাঁচদিন ☐ ছয়দিন ☐

(গ) দিনের মধ্যে কোন সময়ে রান্না করা খাবার দেওয়া হয় ?

বিদ্যালয় আরম্ভ আগে ☐ প্রথম শ্রেণির ঘন্টার পর ☐ দ্বিতীয় শ্রেণির ঘন্টার পর ☐

টিফিনের সময় ☐ ক্লাস শেষ হওয়ার পর ☐

(ঘ) বিদ্যালয়ে রান্না করা (দুপুরের) খাবার পরিবেশন করতে ও খেতে কত সময় লাগে ?

৩০-৪০ মিনিট ☐ ৪০-৫০ মিনিট ☐

৫০ মিনিট থেকে এক ঘন্টা ☐ এক ঘন্টার বেশী ☐

(ঙ) আপনার মতে রান্না করা খাবার দেবার উপযুক্ত সময় ঠিক কখন ?

(চ) রান্না করা খাবার পরিবেশনের সময়ে কিভাবে শিক্ষার্থীদের বসানোর বন্দোবস্ত করা হয় ?

ছেলে মেয়ে আলাদা বসে ☐ শিক্ষার্থীরা শ্রেণি অনুসারে বসে ☐

সব শিক্ষার্থীরা একসঙ্গে বসে ☐

অন্যান্য (উল্লেখ করুন) _____

(ছ) বিদ্যালয়ে দুপুরের খাবারের সময় শিক্ষার্থীরা কোথায় বসে ?

শ্রেণি কক্ষের ভিতরে ☐ বিদ্যালয়ের মাঠে ☐

শ্রেণি কক্ষের বাইরে ☐

অন্যান্য (উল্লেখ করুন) _____

১৫। (ক) যখন দুপুরের খাবারের খাদ্যতালিকা নির্বাচন করেন তখন কোন্ কোন্ বিষয়গুলির প্রতি লক্ষ্য রাখেন ?

পুষ্টি ☐ স্বাদ ☐ সহজলভ্যতা ☐ খাদ্যতালিকার বৈচিত্র্য ☐

(খ) প্রতিদিন কতজনের রান্না করা হবে, তার সংখ্যা কে স্থির করেন ?

(গ) এই কাজে শিক্ষকরা দায়িত্ব নেন কি ?

হ্যাঁ ☐ না ☐

(ঘ) প্রতিদিন কতজনের রান্না করা হবে, তার সংখ্যা কিভাবে স্থির করেন ?

খাতায় মোট ভর্তি ☐ দৈনিক শিক্ষার্থীদের গড় উপস্থিতি ☐

বিশেষ কোনোদিনের শিক্ষার্থীদের উপস্থিতি ☐

(ঙ) প্রতিদিন শিক্ষার্থীদের একই খাবার দেওয়া হয় কি ?

হ্যাঁ ☐ না ☐

(চ) প্রতিদিন খাদ্যের তালিকা কে স্থির করেন ?

বিদ্যালয় প্রধান ☐ সহকারী শিক্ষক / শিক্ষিকা ☐

ব্লকের পদস্থ কর্মচারী ☐ জেলার পদস্থ কর্মচারী ☐

পঞ্চায়েত সদস্যরা ☐ অভিভাবক শিক্ষক সংস্থার সদস্যরা ☐

মাতা-শিক্ষক সংস্থার সদস্যরা ☐ গ্রাম শিক্ষক সমিতির সদস্যরা ☐

বাবা-মায়েরা ☐

১০০ জনের মধ্যে ৫০ জন পুরুষ এবং ৫০ জন মহিলা।

১. মোট জনসংখ্যা

☐ পুরুষ ☐ মহিলা ☐ মোট ☐ গড়

২. মোট জনসংখ্যার মধ্যে পুরুষের শতাংশ (১০)

৩. মোট জনসংখ্যার মধ্যে মহিলার শতাংশ (১০)

☐ পুরুষ ☐ মহিলা ☐ মোট ☐ গড়

৪. মোট জনসংখ্যার মধ্যে পুরুষের গড় বয়স (১০)

☐ পুরুষ ☐ মহিলা ☐ মোট ☐ গড়

☐ পুরুষ ☐ মহিলা ☐ মোট ☐ গড়

৫. মোট জনসংখ্যার মধ্যে পুরুষের গড় বয়স (১০)

☐ পুরুষ ☐ মহিলা ☐ মোট ☐ গড়

৬. মোট জনসংখ্যার মধ্যে মহিলার গড় বয়স (১০)

☐ পুরুষ ☐ মহিলা ☐ মোট ☐ গড়

☐ পুরুষ ☐ মহিলা ☐ মোট ☐ গড়

☐ পুরুষ ☐ মহিলা ☐ মোট ☐ গড়

☐ পুরুষ ☐ মহিলা ☐ মোট ☐ গড়

☐ পুরুষ ☐ মহিলা ☐ মোট ☐ গড়

(ছ) দুপুরের খাবারে আপনারা শিক্ষার্থীদের কী খেতে দেন ?

ভাত ☐ ডাল ☐ ডিম ☐ ফল ☐ রুটি ☐
সবজি ☐ মাংস ☐ মাছ ☐

অন্যান্য (উল্লেখ করুন) _____

(জ) ১) প্রতিসপ্তাহে এই খাবার কতবার করে দেওয়া হয়?
(ঘরগুলিতে উপযুক্ত সংখ্যা বসান)

ভাত ☐ ডাল ☐ ডিম ☐ ফল ☐
রুটি ☐ সবজি ☐ মাংস ☐ অন্যান্য ☐

২) প্রতি সপ্তাহে এই খাবার কি পরিমাণে শিক্ষার্থীদের দেওয়া হয়? (ঘরগুলিতে উপযুক্ত মান বসান)

ভাত ☐ ডাল ☐ ডিম ☐ ফল ☐
রুটি ☐ সবজি ☐ মাংস ☐ মাছ ☐
অন্যান্য ☐

(ঝ) আপনার শিক্ষার্থীদের আপনি কি বাড়ি থেকে সবজি আনার জন্য বলেন?

হ্যাঁ ☐ না ☐

(ঞ) শিক্ষার্থীদের পরিবেশনের আগে আপনি কি খাবার চেখে দেখেন?

হ্যাঁ ☐ না ☐

(ট) বিদ্যালয়ে দুপুরের খাবার চলার সময়ে নিচের খাদ্যগুলি দেওয়া হয় কি?

ডালিয়া ☐ সয়াবিন বড়ি ☐ আয়োডিনযুক্ত লবন ☐

1. एक जल विस्फोटक पदार्थ का नाम बताइए (3)

- ☐ टीन ☐ लक ☐ पत्ती ☐ लकड़ ☐ लकड़
☐ लकड़ ☐ लकड़ ☐ लकड़

(सही उत्तरों को चिह्नित करें)

2. एक जल विस्फोटक पदार्थ का नाम बताइए (3) (सही उत्तरों को चिह्नित करें)

- ☐ लक ☐ पत्ती ☐ लकड़ ☐ लकड़
☐ लकड़ ☐ लकड़ ☐ लकड़ ☐ लकड़

3. एक जल विस्फोटक पदार्थ का नाम बताइए (3) (सही उत्तरों को चिह्नित करें)

- ☐ लक ☐ पत्ती ☐ लकड़ ☐ लकड़
☐ लकड़ ☐ लकड़ ☐ लकड़ ☐ लकड़
☐ लकड़

4. एक जल विस्फोटक पदार्थ का नाम बताइए (3) (सही उत्तरों को चिह्नित करें)

- ☐ लक ☐ लकड़ ☐ लकड़

5. एक जल विस्फोटक पदार्थ का नाम बताइए (3) (सही उत्तरों को चिह्नित करें)

- ☐ लक ☐ लकड़ ☐ लकड़

6. एक जल विस्फोटक पदार्थ का नाम बताइए (3) (सही उत्तरों को चिह्नित करें)

- ☐ लकड़ ☐ लकड़ ☐ लकड़

ফলিক এসিড

☐

আয়রণ বডি

☐

(ঠ) দৈনিক প্রত্যেক শিশু দুপুরের খাবারের মাধ্যমে গড় পড়তা কতটা ক্যালোরি গ্রহণ করে?

(ড) দৈনিক প্রত্যেক শিশু দুপুরের খাবারের মাধ্যমে গড়ে কতটা পরিমান প্রোটিন যুক্ত খাবার গ্রহণ করে ?

(ঢ) শিক্ষার্থীদের কি ভিটামিন 'এ' এবং কুমিনাশক ওষুধ সরবরাহ করা হয় ?

ভিটামিন 'এ'

হ্যাঁ

☐

না

☐

কুমিনাশক ওষুধ

হ্যাঁ

☐

না

☐

১) যদি হয়, কতদিন অন্তর সেগুলি দেওয়া হয় ?

২) কে সেগুলি সরবরাহ করেন ?

স্বাস্থ্য দপ্তর

☐

স্বচ্ছাসেবী সংস্থা

☐

অন্যান্য (উল্লেখ করুন)

১৬। বিদ্যালয়ে দুপুরের খাবার দেওয়ার সময় থালার বা পাতার কি ব্যবস্থা করেন ?

বিদ্যালয় থালার ব্যবস্থা করে

☐

শিক্ষার্থীরা বাড়ি থেকে থালা / পাতা আনে

☐

শিশুরা মাতা থেকে পাতা ছিঁড়ে তার উপর খায়

☐

অন্যান্য (উল্লেখ করুন)

☐ ଭୂମି ପ୍ରସାର

☐

ପ୍ରାଣୀମଣ୍ଡଳ

ଏହା ଏକ ବିଶେଷ ବିଭବ ଯାହା ଏକ ସମ୍ପଦ ଯାହା ଏକ ସମ୍ପଦ କିମ୍ବା ଏକ ସମ୍ପଦ (୧)

ଏହା ଏକ ବିଶେଷ ବିଭବ ଯାହା ଏକ ସମ୍ପଦ ଯାହା ଏକ ସମ୍ପଦ କିମ୍ବା ଏକ ସମ୍ପଦ (୧)

ଏହା

ଏହା ଏକ ବିଶେଷ ବିଭବ ଯାହା ଏକ ସମ୍ପଦ ଯାହା ଏକ ସମ୍ପଦ କିମ୍ବା ଏକ ସମ୍ପଦ (୧)

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ସମ୍ପଦ ବିଶେଷ

ଏହା ଏକ ବିଶେଷ ବିଭବ ଯାହା ଏକ ସମ୍ପଦ ଯାହା ଏକ ସମ୍ପଦ କିମ୍ବା ଏକ ସମ୍ପଦ (୧)

ଏହା ଏକ ବିଶେଷ ବିଭବ ଯାହା ଏକ ସମ୍ପଦ ଯାହା ଏକ ସମ୍ପଦ କିମ୍ବା ଏକ ସମ୍ପଦ (୧)

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ସମ୍ପଦ ବିଶେଷ

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ସମ୍ପଦ ବିଶେଷ

(ଏହା ଏକ ବିଶେଷ ବିଭବ)

ଏହା ଏକ ବିଶେଷ ବିଭବ ଯାହା ଏକ ସମ୍ପଦ ଯାହା ଏକ ସମ୍ପଦ କିମ୍ବା ଏକ ସମ୍ପଦ (୧)

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ସମ୍ପଦ ବିଶେଷ

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ସମ୍ପଦ ବିଶେଷ

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ସମ୍ପଦ ବିଶେଷ

(ଏହା ଏକ ବିଶେଷ ବିଭବ)

১৭। (ক) রান্না করা (দুপুরের) খাবার খাওয়ার পর শিক্ষার্থীদের প্রতিক্রিয়া কেমন হয়?

খুশি ☐ 'সন্তুষ্ট' ☐ অসন্তুষ্ট ☐

(খ) আপনি কি মনে করেন 'দুপুরের খাবার' প্রকল্পটির ফলে বিদ্যালয়ে ভর্তি বেড়েছে?

হ্যাঁ ☐ না ☐ আগের মত আছে ☐

১) যদি বেড়ে থাকে, তবে ভর্তির হার কত শতাংশ বেড়েছে?

১০% মধ্যে ☐ ১০-২০% মধ্যে ☐ ২০-৪০% মধ্যে ☐

> ৫০% বেশি ☐

(গ) আপনি কি মনে করেন যে 'দুপুরের খাবার' প্রকল্পটির ফলে বিদ্যালয়ে উপস্থিতির হার বেড়েছে?

হ্যাঁ ☐ না ☐ আগের মত আছে ☐

(ঘ) 'দুপুরের খাবার' প্রকল্পটি চালু হওয়ার পর শিক্ষার্থীদের সামগ্রিক স্বাস্থ্যের কিছু তফাত হয়েছে কি?

হ্যাঁ ☐ না ☐

(ঙ) বিদ্যালয়ে 'দুপুরের খাবার' প্রকল্পটি চালু হওয়ার পর অবহেলিত শ্রেণির ছেলে মেয়েদের বিদ্যালয়ে আসার প্রবণতা বেড়েছে কি?

হ্যাঁ ☐ না ☐

১৮। (ক) অনূর্ধ্ব পাঁচ বছরের শিশুরা ভর্তি না হলেও বিদ্যালয়ে আসে কি?

হ্যাঁ ☐ না ☐

(খ) যদি আসে, তারা দুপুরের খাবার খায় কি?

হ্যাঁ ☐ না ☐

১. হুগ্গ নামক প্রত্নতাত্ত্বিক প্রত্নতত্ত্ববিদগণি হাং হারভার্ড হালাস (হালাস) নামক লোক (ক) ১৭৫

☐ হালাস ☐ হুগ্গ ☐ হুগ্গ

২. হালাস উক্ত প্রত্নতত্ত্ববিদগণি হাং হারভার্ড হালাস (হালাস) নামক লোক (ক) ১৭৫

☐ হালাস ☐ হুগ্গ ☐ হুগ্গ

৩. হালাস প্রত্নতত্ত্ববিদগণি হাং হারভার্ড হালাস (হালাস) নামক লোক (ক) ১৭৫

☐ হালাস ☐ হুগ্গ ☐ হুগ্গ

☐ হুগ্গ

৪. হালাস প্রত্নতত্ত্ববিদগণি হাং হারভার্ড হালাস (হালাস) নামক লোক (ক) ১৭৫

☐ হালাস ☐ হুগ্গ ☐ হুগ্গ

৫. হালাস প্রত্নতত্ত্ববিদগণি হাং হারভার্ড হালাস (হালাস) নামক লোক (ক) ১৭৫

☐ হুগ্গ ☐ হুগ্গ

৬. হালাস প্রত্নতত্ত্ববিদগণি হাং হারভার্ড হালাস (হালাস) নামক লোক (ক) ১৭৫

☐ হুগ্গ ☐ হুগ্গ

৭. হালাস প্রত্নতত্ত্ববিদগণি হাং হারভার্ড হালাস (হালাস) নামক লোক (ক) ১৭৫

☐ হুগ্গ ☐ হুগ্গ

৮. হালাস প্রত্নতত্ত্ববিদগণি হাং হারভার্ড হালাস (হালাস) নামক লোক (ক) ১৭৫

☐ হুগ্গ ☐ হুগ্গ

১৯ (ক) বিদ্যালয়ে পঠনপাঠনে 'দুপুরের খাবার' প্রকল্পটি কোনো বিঘ্নের কারণ বলে আপনি মনে করেন কি?

হ্যাঁ

☐

না

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১) যদি বিঘ্ন ঘটায়, তাহলে কেন?

(খ) রান্না করা (দুপুরের) খাবারের পরে বিদ্যালয়ে আর কতগুলি ক্লাস হয়?

একটি

☐

দুটি

☐

দুটির বেশি

☐

ক্লাস হয় না

☐

(গ) রান্না করা (দুপুরের) খাবারের পর শিক্ষার্থীদের শ্রেণিতে উপস্থিতির হার কিরকম হয়?

একই থাকে

☐

কমে যায়

☐

(ঘ) যদি শিক্ষার্থীর শ্রেণিতে উপস্থিত না হয় তবু তারা দুপুরের খাবার পায় কি?

হ্যাঁ

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(ঙ) 'দুপুরের খাবার' প্রকল্পটি চালু হওয়ার পর শিক্ষার্থীদের পড়াশুনোয় কি পরিবর্তন হয়েছে বলে আপনি মনে করেন?

উন্নতি হয়েছে

☐

আগের মতই আছে

☐

অবনতি হয়েছে

☐

(চ) বিদ্যালয়ে পঠন-পাঠনের সময়ে শিক্ষক/শিক্ষিকারা কি খাবারের গুণাগুণ সম্পর্কে শিক্ষার্থীদের সঙ্গে আলোচনা করেন?

হ্যাঁ

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না

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ମଧ୍ୟ ମିଳାଉ ଏହା ଯୋଗ୍ୟ ଚୟନ କରିବାକୁ ଶକ୍ତିଶାଳୀ 'ସାମାଜିକ ସମାଜ' ଗଠନକାରୀ ଗୋଷ୍ଠୀ (କ) ୧୧

ଏହି ସମାଜ



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ଏ ସମାଜ ସମାଜ, ସାମାଜିକ ସମାଜ (୧)

ଏହି ସମାଜ ସମାଜ ସମାଜ ସମାଜ ସମାଜ ସମାଜ ସମାଜ ସମାଜ (୧)



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ଏହି ସମାଜ ସମାଜ ସମାଜ ସମାଜ ସମାଜ ସମାଜ ସମାଜ (୧)



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ଏହି ସମାଜ ସମାଜ ସମାଜ ସମାଜ ସମାଜ ସମାଜ ସମାଜ (୧)



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ଏହି ସମାଜ ସମାଜ ସମାଜ ସମାଜ ସମାଜ ସମାଜ ସମାଜ (୧)

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ଏହି ସମାଜ ସମାଜ ସମାଜ ସମାଜ ସମାଜ ସମାଜ ସମାଜ (୧)

ଏହି ସମାଜ ସମାଜ ସମାଜ



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২০। (ক) বিদ্যালয়ে সমস্ত শিশুরা কি দুপুরের খাবার খায়?

হ্যাঁ

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১) যদি না খায়, তাহলে গড়ে শতকরা কতজন শিক্ষার্থী দুপুরের খাবার খায় না?

১০% কম

☐

১০-২০% মধ্যে

☐

২০-৪০% মধ্যে

> ৫০% বেশী

☐

২) শিক্ষার্থীদের রান্না করা (দুপুরের) খাবার না খাওয়ার কারণ কী?

২১। (ক) বিদ্যালয়ে শিক্ষক / শিক্ষিকারাও কি (দুপুরের) খাবার শিক্ষার্থীদের সঙ্গে খান?

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(খ) বিদ্যালয়ে 'দুপুরের খাবার' আয়োজনে সমস্ত শিক্ষক / শিক্ষিকারা নিয়মিত অংশ নেন কি?

হ্যাঁ

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(গ) রান্না করা (দুপুরের) খাবার কর্মসূচীতে সহশিক্ষক / শিক্ষিকাদের অংশগ্রহণ বিদ্যালয়ে তাদের পাঠদানে কোনো অসুবিধা সৃষ্টি করে কি?

হ্যাঁ

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(ঘ) রান্না করা (দুপুরের) খাবার প্রকল্পের সার্থক রূপায়ণে বিদ্যালয়ে প্রধান হিসাবে আপনি কি অন্যান্য সহ শিক্ষক / শিক্ষিকাদের কাছ থেকে পূর্ণ সহায়তা পান?

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। आरंभ आरंभ आरंभ की उत्तरी उत्तरी उत्तरी (क) । ३६



न



न

। आरंभ आरंभ आरंभ की उत्तरी उत्तरी उत्तरी (क) । ३६

आरंभ १९०८-०९



आरंभ १९०९-१०



आरंभ १९१०



आरंभ १९११

। आरंभ आरंभ आरंभ की उत्तरी उत्तरी उत्तरी (क) । ३६

। आरंभ आरंभ आरंभ की उत्तरी उत्तरी उत्तरी (क) । ३६



न



न

। आरंभ आरंभ आरंभ की उत्तरी उत्तरी उत्तरी (क) । ३६

न



न



न

। आरंभ आरंभ आरंभ की उत्तरी उत्तरी उत्तरी (क) । ३६

। आरंभ आरंभ आरंभ की उत्तरी उत्तरी उत्तरी (क) । ३६



न



न

। आरंभ आरंभ आरंभ की उत्तरी उत्तरी उत्तरी (क) । ३६

। आरंभ आरंभ आरंभ की उत्तरी उत्तरी उत्तरी (क) । ३६



न



न

- (ঙ) রান্না করা (দুপুরের) খাবার প্রস্তুতি এবং পরিবেশনের সময় গ্রাম শিক্ষা সমিতি / স্বনির্ভর গোষ্ঠী / অভিভাবক শিক্ষক সমিতি / মাতা-শিক্ষক সমিতির দুর্জন সদস্য উপস্থিত থাকেন কি (বিশেষত এক / দুশিক্ষক যুক্ত বিদ্যালয়ে)?

হ্যাঁ

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- (চ) বিদ্যালয়ের অবকাশ কালে আপনি কি 'দুপুরের খাবার' প্রকল্পটি চালু রাখেন?

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- (ছ) বিশেষভাবে গ্রীষ্ম-অবকাশ কালে খরা-পীড়িত অঞ্চলে বা কোনো প্রাকৃতিক দুর্যোগের সময় এই প্রকল্প চালু থাকে কি?

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- (জ) আপনার অঞ্চলে বিশেষ উৎসবের সময় বিদ্যালয়ে রান্না করা (দুপুরের) খাবারের প্রকল্পের অন্তর্গত বাড়তি কিছু খাবারের ব্যবস্থা করা হয় কি?

হ্যাঁ

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- ২২। (ক) বিদ্যালয়ে 'দুপুরের খাবার' প্রকল্পটির সম্পর্কে অভিভাবকদের কোনো অভিযোগ আছে কি?

হ্যাঁ

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- ১) যদি থাকে, তাহলে তাঁদের অভিযোগগুলি কী?

- (খ) বিদ্যালয়ে রান্না করা (দুপুরের) খাবার রান্না ও পরিবেশনকালে আপনি কী কী সতর্কতা অবলম্বন করেন?

(গ) বিদ্যালয়ে রান্না করা (দুপুরের) খাবার প্রকল্পটির পরিচালনার ক্ষেত্রে আপনি কোন ধরনের অসুবিধার সম্মুখীন হন ?

(ঘ) রান্না করা (দুপুরের) খাবার প্রকল্পটি আরও উন্নত করার জন্য আপনার পরামর্শ :

সমীক্ষকের পর্যবেক্ষণ :

সমীক্ষকের নাম

প্রধান শিক্ষকের নাম

সমীক্ষকের স্বাক্ষর ও তারিখ

প্রধান শিক্ষকের স্বাক্ষর ও তারিখ

ସାବଧାନ ଭାବେ ବିଶାଳ ପ୍ରକାର ସମ୍ବଳନଶୀଳ ସମ୍ବଳନଶୀଳ ସାବଧାନ (ସମ୍ବଳନ) ଯେଉଁଠି ସାବଧାନ (ସମ୍ବଳନ) (୧)

ଏହି ସମ୍ବଳନ ସାବଧାନ

ସାବଧାନ ସମ୍ବଳନ ଯେଉଁଠି ସାବଧାନ ସମ୍ବଳନ ସାବଧାନ (ସମ୍ବଳନ) ଯେଉଁଠି ସାବଧାନ (ସମ୍ବଳନ) (୧)

ସାବଧାନ ସମ୍ବଳନ

ସାବଧାନ ସମ୍ବଳନ

ସାବଧାନ ସମ୍ବଳନ

ସାବଧାନ ସମ୍ବଳନ

ସାବଧାନ ସମ୍ବଳନ

বিদ্যালয় শিক্ষা দপ্তর, পশ্চিমবঙ্গ এর অনুমোদন অনুযায়ী SCERT (WB) এবং DIET

এর যৌথ উদ্যোগে 'মিড ডে মিল' প্রকল্প সম্পর্কিত সমীক্ষা

গ্রাম শিক্ষা সমিতি / ওয়ার্ড শিক্ষা সমিতি / মাতা-শিক্ষক-সমিতি/অভিভাবক - শিক্ষক
সমিতি / পঞ্চায়েতের সদস্য ও ব্লক / জেলা আধিকারিকদের জন্য সমীক্ষাপত্র

(সাধারণ নির্দেশ - সমীক্ষক সদস্যদের সাথে কথা বলে পত্রটি পূরণ করবেন)

তারিখ :

সংকেত সংখ্যা :

সময় :

১। (ক) উত্তর দাতার নাম :

(খ) পেশা :

(গ) কোন সমিতির সদস্য :

গ্রাম শিক্ষা সমিতি ☐

ওয়ার্ড শিক্ষা সমিতি ☐

মাতা-শিক্ষক সমিতি ☐

অভিভাবক-শিক্ষক সমিতি ☐

পঞ্চায়েত ☐

ব্লক / জেলা আধিকারিক ☐

২। (ক) গ্রাম শিক্ষা সমিতি / ওয়ার্ড শিক্ষা সমিতির নম্বর _____

(খ) আপনার অঞ্চলের অন্তর্ভুক্ত মোট বিদ্যালয়ের সংখ্যা -

বিদ্যালয়ের ধরন	আপনার এলাকায় বিদ্যালয়ের মোট সংখ্যা	দুপুরের খাবার প্রকল্পের অন্তর্ভুক্ত বিদ্যালয়ের সংখ্যা
সরকারী/সরকার পোষিত		
সরকারী সাহায্যপ্রাপ্ত		

স্থানীয় প্রতিষ্ঠান দ্বারা পরিচালিত বিদ্যালয় .		
বেসরকারী বিদ্যালয়		
শিশু শিক্ষা কেন্দ্রে		
অন্যান্য		

৩। বিদ্যালয়ের রান্না করা (দুপুরের) খাবার ব্যবস্থায় আপনি ও আপনার সমিতি / প্রতিষ্ঠানের সদস্যরা
কিভাবে যুক্ত থাকেন ?

তদারকি ☐

রান্না করা ☐

পরিবেশন করা ☐

ব্যবস্থাপনা ☐

রাঁধুনি-নিয়োগ ☐

হিসাব রাখা ☐

খাদ্যসামগ্রী কেনা ☐

তহবিল সংগ্রহ ☐

খাদ্যতালিকা ঠিক করা ☐

খাদ্যসামগ্রী দান করা ☐

অন্যান্য (উল্লেখ করুন)

৪। আপনি যে বিদ্যালয়গুলির সাথে যুক্ত, সেখানে রান্না করা (দুপুরের) খাবার সংক্রান্ত সভা কতদিন
অন্তর অনুষ্ঠিত হয় ?

সপ্তাহে একবার ☐

পনেরো দিনে একবার ☐

মাসে একবার ☐

দু'মাসে একবার ☐

তিন-চার মাসে একবার ☐

৫। আপনার এলাকার বিদ্যালয়ে দুপুরের খাবার রান্না করেন কে ?

মাস্টারমশাই / দিদিমনি ☐

মায়েরা

☐

		আমি স্বাধীনভাবে প্রমাণিত করছি
		আমি স্বাধীনভাবে
		আমি স্বাধীনভাবে
		আমি স্বাধীনভাবে

আমি স্বাধীনভাবে প্রমাণিত করছি যে আমি স্বাধীনভাবে প্রমাণিত করছি ১০
১. আমি স্বাধীনভাবে প্রমাণিত করছি

☐ আমি স্বাধীনভাবে ☐ আমি স্বাধীনভাবে ☐ আমি স্বাধীনভাবে

☐ আমি স্বাধীনভাবে ☐ আমি স্বাধীনভাবে ☐ আমি স্বাধীনভাবে

☐ আমি স্বাধীনভাবে ☐ আমি স্বাধীনভাবে ☐ আমি স্বাধীনভাবে

☐ আমি স্বাধীনভাবে

(আমি স্বাধীনভাবে)

আমি স্বাধীনভাবে প্রমাণিত করছি যে আমি স্বাধীনভাবে প্রমাণিত করছি ১১
১. আমি স্বাধীনভাবে প্রমাণিত করছি

☐ আমি স্বাধীনভাবে ☐ আমি স্বাধীনভাবে

☐ আমি স্বাধীনভাবে ☐ আমি স্বাধীনভাবে

☐ আমি স্বাধীনভাবে

১২. আমি স্বাধীনভাবে প্রমাণিত করছি যে আমি স্বাধীনভাবে প্রমাণিত করছি ১২

☐ আমি স্বাধীনভাবে ☐ আমি স্বাধীনভাবে

স্বাস্থ্যের গোষ্ঠী

☐

বেসরকারী সংগঠন

☐

স্থানীয় ব্যক্তি

☐

৬। ব্লক / জেলা আধিকারিক / পঞ্চায়েত সদস্যরা কতদিন অন্তর বিদ্যালয় পরিদর্শন করেন ?

প্রতি পনেরো দিনে

☐

প্রতিমাসে

☐

প্রতি দু'মাসে

☐

প্রতি তিনমাসে

☐

প্রতি ছ'মাসে

☐

৭। বিদ্যালয়ে রান্না করা (দুপুরের) খাবার চালু হওয়ার পর থেকে পড়াশোনার উন্নতি হয়েছে বলে আপনি মনে করেন কি ?

হ্যাঁ

☐

না

☐

একই রকম আছে

☐

৮। রান্নাঘর এবং খাওয়ার জায়গা কে পরিষ্কার করেন ?

৯। রান্না করা (দুপুরের) খাবার দেওয়া শুরু করার পর থেকে বিদ্যালয়ে ভর্তি, হাজিরা এবং বিদ্যালয়ছুট সম্পর্কে আপনার ধারণা কী ?

ভর্তি :

বেড়েছে

☐

কমেছে

☐

আগের মত আছে

☐

হাজিরা :

বেড়েছে

☐

কমেছে

☐

আগের মত আছে

☐

বিদ্যালয়ছুট :

বেড়েছে

☐

কমেছে

☐

আগের মত আছে

☐

১০। রান্না করা (দুপুরের) খাবার যা দেওয়া হয়, তার গুণগত মান সম্পর্কে আপনার ধারণা কি ?

খুব ভাল

☐

ভাল

☐

মোটামুটি

☐

ভাল নয়

☐

☐

ପ୍ରଥମ ଶିକ୍ଷକ

☐

ଶିକ୍ଷକ

☐

ଶିକ୍ଷକ

ଏହାକି ସମସ୍ତଙ୍କ ସହଯୋଗୀ ପଦକ୍ଷେପ ଗ୍ରହଣ କରିବାକୁ ଅନୁରୋଧ କରାଯାଉଛି ।

☐

ପ୍ରାଥମିକ

☐

ପ୍ରାଥମିକ ଶିକ୍ଷକ

☐

ପ୍ରାଥମିକ ଶିକ୍ଷକ

☐

ପ୍ରାଥମିକ ଶିକ୍ଷକ

☐

ପ୍ରାଥମିକ ଶିକ୍ଷକ

ଏହାକି ସମସ୍ତଙ୍କ ସହଯୋଗୀ ପଦକ୍ଷେପ ଗ୍ରହଣ କରିବାକୁ ଅନୁରୋଧ କରାଯାଉଛି ।

☐

ପ୍ରାଥମିକ ଶିକ୍ଷକ

☐

ନା

☐

ହଁ

ଏହାକି ସମସ୍ତଙ୍କ ସହଯୋଗୀ ପଦକ୍ଷେପ ଗ୍ରହଣ କରିବାକୁ ଅନୁରୋଧ କରାଯାଉଛି ।

ଏହାକି ସମସ୍ତଙ୍କ ସହଯୋଗୀ ପଦକ୍ଷେପ ଗ୍ରହଣ କରିବାକୁ ଅନୁରୋଧ କରାଯାଉଛି ।

☐

ପ୍ରାଥମିକ ଶିକ୍ଷକ

☐

ପ୍ରାଥମିକ

☐

ପ୍ରାଥମିକ

ଶିକ୍ଷକ

☐

ପ୍ରାଥମିକ ଶିକ୍ଷକ

☐

ପ୍ରାଥମିକ

☐

ପ୍ରାଥମିକ

ଶିକ୍ଷକ

☐

ପ୍ରାଥମିକ ଶିକ୍ଷକ

☐

ପ୍ରାଥମିକ

☐

ପ୍ରାଥମିକ

ଶିକ୍ଷକ

ଏହାକି ସମସ୍ତଙ୍କ ସହଯୋଗୀ ପଦକ୍ଷେପ ଗ୍ରହଣ କରିବାକୁ ଅନୁରୋଧ କରାଯାଉଛି ।

☐

ପ୍ରାଥମିକ

☐

ନା

☐

ହଁ

☐

ହଁ

১১। রান্না করা খাবারের পরিমাণের সম্পর্কে আপনার মত কী ?

যথেষ্ট

☐

যথেষ্ট নয়

☐

১২। আপনার এলাকার বিদ্যালয়গুলি কি সময়মত প্রয়োজনীয় টাকা এবং চাল পায় ?

(ক) টাকা : হ্যাঁ

☐

না

☐

(খ) চাল : হ্যাঁ

☐

না

☐

১৩। রান্না করা (দুপুরের) খাবার তৈরী এবং খেতে দেওয়ায় আপনি / আপনার সংগঠনের সদস্যরা কত ঘনঘন তদারকি করেন ?

প্রতিদিন

☐

একদিন অন্তর

☐

সপ্তাহে দুবার

☐

সপ্তাহে একবার

☐

মাসে একবার

☐

১৪। রান্না করা (দুপুরের) খাবার নিয়ে আপনার এলাকায় কোন প্রচার অনুষ্ঠান করা হয়েছে কি ?

হ্যাঁ

☐

না

☐

১৫। রান্না করা (দুপুরের) খাবার প্রকল্পের উন্নতির জন্য আপনার পরামর্শ _____

সমীক্ষকের পর্যবেক্ষণ

সমীক্ষকের নাম —

সমীক্ষকের স্বাক্ষর ও তারিখ

১০০

१. कि उक्त सामग्री के आधार पर निम्नलिखित प्रश्नों का उत्तर दीजिए । १८

☐ सत्य ☐ असत्य

☐ सत्य ☐ असत्य

२. निम्नलिखित प्रश्नों के उत्तर दीजिए । २०

☐ सत्य ☐ असत्य : सत्य (क)

☐ सत्य ☐ असत्य : सत्य (ख)

३. निम्नलिखित प्रश्नों के उत्तर दीजिए । २२

१. निम्नलिखित प्रश्नों का उत्तर दीजिए ।

☐ सत्य ☐ असत्य ☐ सत्य ☐ असत्य

☐ सत्य ☐ असत्य ☐ सत्य ☐ असत्य

४. निम्नलिखित प्रश्नों के उत्तर दीजिए । २४

☐ सत्य ☐ असत्य ☐ सत्य ☐ असत्य

५. निम्नलिखित प्रश्नों के उत्तर दीजिए । २६

निम्नलिखित प्रश्नों का उत्तर दीजिए

— सत्य असत्य

निम्नलिखित प्रश्नों का उत्तर दीजिए

বিদ্যালয় শিক্ষা দপ্তর, পশ্চিমবঙ্গ এর অনুমোদন অনুযায়ী SCERT (WB) এবং DIET

এর যৌথ উদ্যোগে 'মিড ডে স্কিল' প্রকল্প সম্পর্কিত সমীক্ষা

অভিভাবকদের জন্য সমীক্ষাপত্র

(সাধারণ নির্দেশ - সমীক্ষক অভিভাবকদের সঙ্গে কথা বলে নিজে সমীক্ষাপত্রটি পূরণ করবেন)

তারিখ :

সংকেত সংখ্যা :

সময় :

১। নাম : _____

২। (ক) গ্রাম / শহর : _____

(খ) পঞ্চায়েত / পৌরসভা : _____

(গ) চক্র : _____

(ঘ) ব্লক : _____

(ঙ) জেলা : _____

৩। শ্রেণি : তপসিলী জাতি

☐

তপসিলী উপজাতি

☐

অন্যান্য অনগ্রসর শ্রেণি (OBC)

☐

সাধারণ

☐

সংখ্যালঘু সম্প্রদায়

☐

অন্যান্য (উল্লেখ করুন)

ଅନୁସୂଚିତ ଜାତି (SC) ଲେଖକଙ୍କ ପାଇଁ ନିମ୍ନଲିଖିତ ସୂଚନା ଦିଆଯାଇଛି

ନିମ୍ନଲିଖିତ ସୂଚନା ଲେଖକଙ୍କ ପାଇଁ ଦିଆଯାଇଛି

ଅନୁସୂଚିତ ଜାତି ଲେଖକଙ୍କ ପାଇଁ

(ନିମ୍ନଲିଖିତ ସୂଚନା ଲେଖକଙ୍କ ପାଇଁ ଦିଆଯାଇଛି - ନିମ୍ନଲିଖିତ ସୂଚନା)

ନାମ

ପିନ୍

ନିମ୍ନଲିଖିତ ସୂଚନା

ନାମ

ନାମ / ପିନ୍ (କ)

ନାମ / ପିନ୍ (କ)

ନାମ (କ)

ନାମ (କ)

ନାମ (କ)

☐

ନିମ୍ନଲିଖିତ ସୂଚନା

☐

ନିମ୍ନଲିଖିତ ସୂଚନା

☐

ନିମ୍ନଲିଖିତ ସୂଚନା

☐

(OBC) ନିମ୍ନଲିଖିତ ସୂଚନା

☐

ନିମ୍ନଲିଖିତ ସୂଚନା

(ନିମ୍ନଲିଖିତ ସୂଚନା)

৪। (ক) বাবা-মায়ের শিক্ষাগত যোগ্যতা

বাবা _____ মা _____

(খ) জীবিকা : _____

(গ) গড় মাসিক আয় : _____

৫। (ক) সন্তানের সংখ্যা (যথাযথ ঘরে সংখ্যা বসান)

ছেলে মেয়ে মোট

(খ) প্রাথমিক বিদ্যালয়ে পড়ুয়া (ছেলেমেয়েদের সংখ্যা যথাযথ ঘরে সংখ্যা বসান)

ছেলে মেয়ে মোট

(গ) আপনার সন্তান(রা) কোন ধরনের বিদ্যালয়ে পড়ে ?

সরকারী / সরকার পোষিত বিদ্যালয় ☐

সরকারী সাহায্যপ্রাপ্ত বিদ্যালয় ☐

স্থানীয় প্রতিষ্ঠান পরিচালিত বিদ্যালয় ☐

বেসরকারী বিদ্যালয় ☐

মিউনিসিপাল / করপোরেশন বিদ্যালয় ☐

শিশু শিক্ষা কেন্দ্র ☐

অন্যান্য (উল্লেখ করুন) _____

৬। (ক) আপনার সন্তানের / সন্তানদের বিদ্যালয়ে রান্না করা (দুপুরের) খাবার দেওয়া হয় কি?

হ্যাঁ ☐ না ☐

(খ) বিদ্যালয়ে প্রতি সপ্তাহে রান্না করা (দুপুরের) খাবার কদিন দেওয়া হয় ?

একদিন

☐

দুদিন

☐

তিনদিন

☐

চারদিন

☐

পাঁচদিন

☐

ছদিন

☐

(গ) আপনার সন্তান(রা) বিদ্যালয় যাওয়ার সময় খেয়ে যায় —

রোজ

☐

মাঝে-মাঝে

☐

কোনদিনই নয়

☐

(ঘ) আপনার সন্তান প্রতিদিন বাড়িতে ক'বার খাবার খায় ?

একবার

☐

দু'বার

☐

তিনবার

☐

তিনবারের বেশী

☐

(ঙ) আপনার সন্তান বিদ্যালয়ে রান্না করা (দুপুরের) খাবার খায় কী ?

হ্যাঁ

☐

না

☐

মাঝে মাঝে

☐

(চ) যদি খায়, তাহলে কখন খায় -

যেদিনই খাবার দেওয়া হয়

☐

যেদিন তার ইচ্ছে হয়

☐

যেদিন 'ভালো' খাবার দেওয়া হয়

☐

(ছ) যদি না খায়, তার কারণ কী ?

স্বাস্থ্যসম্মতভাবে রান্না হয় না

☐

খাবার পছন্দ হয় না

☐

রান্না ভালো হয় না

☐

୧. ଘର ଗଠନର ନିମ୍ନଲିଖିତ କାରକ (କାରକମାନ) ଘର ଗଠନର ଗୁଣବତ୍ତା ଉପରେ କିପରି ପ୍ରଭାବ ପକାଏ? (୩)

☐

ନିର୍ମାଣ

☐

ଭୂମି

☐

ନିର୍ମାଣ

☐

ନିର୍ମାଣ

☐

ନିର୍ମାଣ

☐

ନିର୍ମାଣ

— ଘର ଗଠନ, ଘର ଗଠନର ଗୁଣବତ୍ତା (ଘ) ଘର ଗଠନର ଗୁଣବତ୍ତା (ଘ)

☐

ନିର୍ମାଣ

☐

ନିର୍ମାଣ

☐

ନିର୍ମାଣ

୨. ଘର ଗଠନର ଗୁଣବତ୍ତା ଉପରେ କିପରି ପ୍ରଭାବ ପକାଏ? (୩)

☐

ନିର୍ମାଣ

☐

ନିର୍ମାଣ

☐

ନିର୍ମାଣ

☐

ନିର୍ମାଣ

୩. ଘର ଗଠନର ଗୁଣବତ୍ତା ଉପରେ କିପରି ପ୍ରଭାବ ପକାଏ? (୩)

☐

ନିର୍ମାଣ

☐

ନିର୍ମାଣ

☐

ନିର୍ମାଣ

— ଘର ଗଠନର ଗୁଣବତ୍ତା ଉପରେ କିପରି ପ୍ରଭାବ ପକାଏ? (୩)

☐

ନିର୍ମାଣ

☐

ନିର୍ମାଣ

☐

ନିର୍ମାଣ

୪. ଘର ଗଠନର ଗୁଣବତ୍ତା ଉପରେ କିପରି ପ୍ରଭାବ ପକାଏ? (୩)

☐

ନିର୍ମାଣ

☐

ନିର୍ମାଣ

☐

ନିର୍ମାଣ

অনেকের সঙ্গে বসে খাওয়া অপছন্দ

☐

খেলেই অসুস্থ হয়

☐

রোজ একরকম খাবার দেওয়া হয়

☐

অন্য কোন কারণ

৭। (ক) বিদ্যালয়ে রান্না করা (দুপুরের) খাবার দেওয়ার সময় আপনি ক'দিন তদারকি করেন ?

প্রতিদিন

☐

সপ্তাহে একদিন

☐

মাসে একদিন

☐

মাঝে মাঝে

☐

কখনই নয়

☐

(খ) দুপুরের খাবার রান্না করা ও দেওয়ার সময় মায়েরা ক'দিন উপস্থিত থাকেন ?

রোজ

☐

সপ্তাহে একদিন

☐

মাসে একদিন

☐

কোনদিনই নয়

☐

৮। (ক) (দুপুরের) খাবারের পর বিদ্যালয়ে ক্লাস হয় কি ?

হ্যাঁ

☐

না

☐

(খ) রান্না করা (দুপুরের) খাবার বিদ্যালয়ে কি রকম বদল এনেছে বলে আপনি মনে করেন ?

স্কুলে পড়াশোনার সময় কমেছে

☐

পড়াশোনার সময় একই আছে

☐

ছেলেমেয়েদের পড়ায় বেশী মন বসছে

☐

ছেলেমেয়েরা একই রকম পড়ায় মন দিচ্ছে

☐

বিদ্যালয়ে যাওয়ার ইচ্ছা বেড়েছে

☐

বিদ্যালয়ে যাওয়ার ইচ্ছা একই রকম আছে

☐

৯। (ক) বিদ্যালয়ে দেওয়া খাবারের গুণগত মান কি ঠিক আছে ?

হ্যাঁ

☐

না

☐

(খ) যদি ঠিক না হয়, তাহলে কেন ?

(গ) আপনার সন্তানকে রান্না করা (দুপুরের) খাবার যতটা দেওয়া হয়, তা কি যথেষ্ট ?

হ্যাঁ

☐

না

☐

১০। যদি বিদ্যালয়ে রান্না করা (দুপুরের) খাবার দেওয়া বন্ধ হয়ে যায়, আপনার সন্তানের স্কুলে যাওয়ার

ইচ্ছা কমে যাবে বলে মনে হয় ?

হ্যাঁ

☐

না

☐

১১। (ক) বিদ্যালয়ে রান্না করা (দুপুরের) খাবার খেয়ে আপনার সন্তান কখনও অসুস্থ হয়েছে কি ?

হ্যাঁ

☐

না

☐

(খ) যদি হয়ে থাকে, তাহলে গত একমাসে কতবার ?

☐

(গ) খাবার দেওয়া শুরু হওয়ার পর মোট কতবার ?

☐

(ঘ) স্কুলে রান্না করা (দুপুরের) খাবার দেওয়া শুরু হওয়ার পর থেকে আপনার সন্তানের স্বাস্থ্য

কেমন হয়েছে ?

ভালো হয়েছে

☐

খারাপ হয়েছে

☐

একইরকম আছে

☐

☐

ଅନୁଷ୍ଠାନର ନାମ ଲେଖନ୍ତୁ

☐

ଅନୁଷ୍ଠାନର ପ୍ରକାର ଲେଖନ୍ତୁ

ଅନୁଷ୍ଠାନର ନାମ ଲେଖନ୍ତୁ (ନମ୍ବର) (୧) ୧୫

☐

ନା

☐

ନା

ଅନୁଷ୍ଠାନର ନାମ ଲେଖନ୍ତୁ (ନମ୍ବର) (୧) ୧୫

ଅନୁଷ୍ଠାନର ନାମ ଲେଖନ୍ତୁ (ନମ୍ବର) (୧) ୧୫

☐

ନା

☐

ନା

ଅନୁଷ୍ଠାନର ନାମ ଲେଖନ୍ତୁ (ନମ୍ବର) (୧) ୧୫

ଅନୁଷ୍ଠାନର ନାମ ଲେଖନ୍ତୁ (ନମ୍ବର) (୧) ୧୫

☐

ନା

☐

ନା

ଅନୁଷ୍ଠାନର ନାମ ଲେଖନ୍ତୁ (ନମ୍ବର) (୧) ୧୫

☐

ନା

☐

ନା

ଅନୁଷ୍ଠାନର ନାମ ଲେଖନ୍ତୁ (ନମ୍ବର) (୧) ୧୫

ଅନୁଷ୍ଠାନର ନାମ ଲେଖନ୍ତୁ (ନମ୍ବର) (୧) ୧୫

ଅନୁଷ୍ଠାନର ନାମ ଲେଖନ୍ତୁ (ନମ୍ବର) (୧) ୧୫

ଅନୁଷ୍ଠାନର ନାମ

☐

ଅନୁଷ୍ଠାନର ନାମ

☐

ଅନୁଷ୍ଠାନର ନାମ

☐

ଅନୁଷ୍ଠାନର ନାମ

(ঙ) আপনি কি আপনার সন্তানকে বিদ্যালয়ে রান্না করা (দুপুরের) খাবার খেতে বারণ করেন ?

হ্যাঁ

☐

না

☐

১২। (ক) বিদ্যালয়ে রান্না করা (দুপুরের) খাবার দেওয়ার ব্যবস্থা চালু থাকা উচিত বলে আপনার মনে

হয় ?

হ্যাঁ

☐

না

☐

(খ) যদি না মনে হয়, তার কারণ

(গ) এই ব্যবস্থা আরও ভালো কি করে করা যায়

সমীক্ষকের পর্যবেক্ষণ

সমীক্ষকের নাম

তারিখ সহ সমীক্ষকের স্বাক্ষর

বিঃদ্রঃ রান্না করা খাবার, যদি দুপুরবেলা না হয়, তাহলে সমীক্ষক 'দুপুরের' কথাটি কেটে দেবেন)

১. একটি পানির কণিকার (স্ফটিক) আকার প্রায় ০.০০১ মিটার। (১)



১০

২. একটি পানির কণিকার (স্ফটিক) আকার প্রায় ০.০০১ মিটার। (১)



১০

৩. একটি পানির কণিকার (স্ফটিক) আকার প্রায় ০.০০১ মিটার। (১)

৪. একটি পানির কণিকার (স্ফটিক) আকার প্রায় ০.০০১ মিটার। (১)

৫. একটি পানির কণিকার (স্ফটিক) আকার প্রায় ০.০০১ মিটার। (১)

৬. একটি পানির কণিকার (স্ফটিক) আকার প্রায় ০.০০১ মিটার। (১)

৭. একটি পানির কণিকার (স্ফটিক) আকার প্রায় ০.০০১ মিটার। (১)

৮. একটি পানির কণিকার (স্ফটিক) আকার প্রায় ০.০০১ মিটার। (১)

বিদ্যালয় শিক্ষা দপ্তর, পশ্চিমবঙ্গ এর অনুমোদন অনুযায়ী SCERT (WB) এবং DIET

এর যৌথ উদ্যোগে 'মিড ডে মিল' প্রকল্প সম্পর্কিত সমীক্ষা

চতুর্থ শ্রেণির শিক্ষার্থীদের জন্য সমীক্ষাপত্র

(সাধারণ নির্দেশ - সমীক্ষক শিক্ষার্থীর সাথে কথা বলে সমীক্ষাপত্র পূরণ করবেন)

তারিখ :

সংকেত সংখ্যা :

সময় :

১। নাম :

গ্রাম / শহর :

পঞ্চায়েত / পৌরসভা :

চক্র :

ব্লক :

জেলা :

শ্রেণি : তপসিলী জাতি ☐ তপসীল উপজাতি ☐

অন্যান্য অনগ্রসর শ্রেণি ☐ সাধারণ ☐

সংখ্যালঘু সম্প্রদায় ☐

অন্যান্য (উল্লেখ করুন) _____

২। তুমি যে স্কুলে পড় তার নাম _____

THE NEW THEATRE (H.W.) THEATRE (H.W.) THEATRE (H.W.) THEATRE (H.W.) THEATRE (H.W.)

THEATRE (H.W.) THEATRE (H.W.) THEATRE (H.W.) THEATRE (H.W.) THEATRE (H.W.)

THEATRE (H.W.) THEATRE (H.W.) THEATRE (H.W.) THEATRE (H.W.) THEATRE (H.W.)

THEATRE (H.W.) THEATRE (H.W.) THEATRE (H.W.) THEATRE (H.W.) THEATRE (H.W.)

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THEATRE (H.W.)

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THEATRE (H.W.)

THEATRE (H.W.)

২। (ক) তোমার স্কুল কটায় শুরু হয়? _____

(খ) তোমার স্কুল কখন ছুটি হয়? _____

৩। (ক) তুমি কি রোজ স্কুলে আসো?

হ্যাঁ

☐

না

☐

(খ) তোমার কি স্কুলে যেতে ভালো লাগে :

হ্যাঁ

☐

না

☐

(গ) (যদি উত্তর হ্যাঁ হয়), কেন ভাল লাগে ?

(ঘ) যদি ভালো না লাগে, কেন ?

(ঙ) তোমার ভাই-বোনরা তোমার সাথে স্কুল যায় ?

হ্যাঁ

☐

না

☐

৪। (ক) তোমার স্কুলে কি রোজ রান্না করা খাবার দেওয়া হয়?

হ্যাঁ

☐

না

☐

(খ) তোমার স্কুলে কি প্রতি শনিবার রান্না করা (দুপুরের) খাবার দেওয়া হয় ?

হ্যাঁ

☐

না

☐

(গ) স্কুলে তুমি রান্না করা (দুপুরের) খাবার খাও কি?

হ্যাঁ

☐

না

☐

(ঘ) রোজ কি একই খাবার দেওয়া হয়?

হ্যাঁ

☐

না

☐

(ঙ) সারা সপ্তাহে দুপুরের খাবারে কী কী দেওয়া হয় —

খাদ্য	প্রতিদিন	২ দিন	৩ দিন	৪ দিন	৫ দিন	মাসে মধ্যে
ভাত						
ডাল						
খিচুড়ি						
মাছ						
ডিম						
সবজি						
ফল						
মাংস						
অন্য কিছু						

(চ) তোমাকে যা খাবার দেওয়া হয় তা তুমি সবটা খেতে পার ?

হ্যাঁ

☐

না

☐

1. ਸੀ ਭਾਵ ਸਮਾਜ (ਸਮਾਜ) ਦੇ ਸਮਾਜ ਸੇਵਾ (ਸ)

☐

ਸ

☐

ਸ

1. ਸਮਾਜ ਸੇਵਾ ਸਮਾਜ ਸੇਵਾ ਸੇਵਾ (ਸ)

☐

ਸ

☐

ਸ

— ਸਮਾਜ ਸੇਵਾ ਸੇਵਾ ਸੇਵਾ ਸੇਵਾ (ਸ)

ਸਮਾਜ ਸੇਵਾ	ਸਮਾ 1	ਸਮਾ 2	ਸਮਾ 3	ਸਮਾ 4	ਸਮਾ 5	ਸਮਾ 6
						ਸਮਾ 7
						ਸਮਾ 8
						ਸਮਾ 9
						ਸਮਾ 10
						ਸਮਾ 11
						ਸਮਾ 12
						ਸਮਾ 13
						ਸਮਾ 14
						ਸਮਾ 15
						ਸਮਾ 16

1. ਸਮਾ 16 ਸਮਾ 16 ਸਮਾ 16 ਸਮਾ 16 (ਸ)

☐

ਸ

☐

ਸ

(৬) তোমার কি রান্না করা (দুপুরের) খাবার পরিমাণে কম মনে হয় ?

হ্যাঁ

☐

না

☐

(৭) যে খাবার তুমি স্কুলে খাও, তা

খুব গরম

☐

গরম

☐

ঠান্ডা

☐

(৮) খাওয়ার পর বাড়তি খাবার কি কর ?

পুকুরে ফেলে দিই

☐

গর্তে ছুঁড়ে দিই

☐

ময়লা ফেলার জায়গায় ফেলি

☐

বাড়ি নিয়ে যাই

☐

পরে খাওয়ার জন্য রেখে দিই

☐

৫। (ক) খাওয়ার আগে এবং পরে হাত ধোয়ার জন্য তুমি কি জল ব্যবহার কর ?

পুকুরের জল

☐

কলের জল

☐

বাড়ি থেকে আনা জল

☐

বিদ্যালয়ে রাখা জল

☐

নলকূপের জল

☐

(খ) খাওয়ার সময় এবং পরে কোথা থেকে তুমি পানীয় জল পাও ?

পুকুর

☐

কল

☐

বাড়ি থেকে আনা জল

☐

বিদ্যালয়ে রাখা জল

☐

নলকূপ

☐

১. নিচের কোন প্রাথমিক সত্য (প্রকৃতি) চক্রে আলো কী আলো? (১)

☐

ক

☐

খ

২. আলো চক্রে দৃশ্য সত্য (২)

☐

ক

☐

খ

☐

গ

৩. আলো কী আলো? (৩)

☐

ক

☐

খ

☐

গ

☐

ঘ

☐

ঙ

৪. আলো কী আলো? (৪)

☐

ক

☐

খ

☐

গ

☐

ঘ

☐

ঙ

৫. আলো কী আলো? (৫)

☐

ক

☐

খ

☐

গ

☐

ঘ

☐

ঙ

(৫) খাবার খাওয়ার আগে এবং পরে কে খাওয়ার জায়গা পরিষ্কার করেন ?

৬। (ক) রান্না করা (দুপুরের) খাবার খাওয়ার জন্য তুমি কী ব্যবহার কর ?

বাড়ি থেকে আনা থালা

☐

স্কুল থেকে দেওয়া থালা

☐

গাছের পাতা

☐

কাগজের থালা

☐

(খ) খাওয়ার সময় তুমি তোমরা থালা / অন্যান্য জিনিস কোন জল দিয়ে ধুয়ে নাও ?

পুকুরের জল

☐

কলের জল

☐

স্কুলে রাখা জল

☐

থালা আগে থেকে ধোওয়া থাকে

☐

থালা ধোওয়া হয় না

☐

(গ) স্কুলে খাবার খাওয়ার জন্য বাড়ী থেকে থালা নিয়ে যেতে তোমার অসুবিধা হয় কি ?

হ্যাঁ

☐

না

☐

৭। (ক) তোমার স্কুলে রান্না করা খাবার কখন খাওয়া হয় ?

স্কুল যখন শুরু হয়

☐

টিফিনের সময়

☐

স্কুল ছুটির সময়

☐

অন্য সময় (উল্লেখ করুন)

୧ ନିମ୍ନଲିଖିତ ମଧ୍ୟମା ଶିକ୍ଷାରେ କେଉଁ ଶାସ୍ତ୍ର ସମ୍ବନ୍ଧରେ ପଢ଼ାଯାଏ ? (୨)

୧ ନିମ୍ନଲିଖିତ କିମ୍ବା କେଉଁ ଶାସ୍ତ୍ର ସମ୍ବନ୍ଧରେ ପଢ଼ାଯାଏ ? (ନିମ୍ନଲିଖିତ) ଠିକ୍ ଠାରେ (୨) ୩

☐

ସମ୍ବନ୍ଧରେ ପଢ଼ାଯାଏ କିମ୍ବା ନାହିଁ

☐

ସମ୍ବନ୍ଧରେ ପଢ଼ାଯାଏ କିମ୍ବା ନାହିଁ

☐

ସମ୍ବନ୍ଧରେ ପଢ଼ାଯାଏ କିମ୍ବା ନାହିଁ

☐

ସମ୍ବନ୍ଧରେ ପଢ଼ାଯାଏ କିମ୍ବା ନାହିଁ

୧ ଶାସ୍ତ୍ର ସମ୍ବନ୍ଧରେ କେଉଁ ଶାସ୍ତ୍ର ସମ୍ବନ୍ଧରେ ପଢ଼ାଯାଏ ? (ନିମ୍ନଲିଖିତ) ଠିକ୍ ଠାରେ (୨)

☐

ସମ୍ବନ୍ଧରେ ପଢ଼ାଯାଏ କିମ୍ବା ନାହିଁ

☐

ସମ୍ବନ୍ଧରେ ପଢ଼ାଯାଏ କିମ୍ବା ନାହିଁ

☐

ସମ୍ବନ୍ଧରେ ପଢ଼ାଯାଏ କିମ୍ବା ନାହିଁ

☐

ସମ୍ବନ୍ଧରେ ପଢ଼ାଯାଏ କିମ୍ବା ନାହିଁ

☐

ସମ୍ବନ୍ଧରେ ପଢ଼ାଯାଏ କିମ୍ବା ନାହିଁ

୧ କି ଶାସ୍ତ୍ର ସମ୍ବନ୍ଧରେ ପଢ଼ାଯାଏ କିମ୍ବା ନାହିଁ ? (ନିମ୍ନଲିଖିତ) ଠିକ୍ ଠାରେ (୨)

☐

ସମ୍ବନ୍ଧରେ ପଢ଼ାଯାଏ କିମ୍ବା ନାହିଁ

☐

ସମ୍ବନ୍ଧରେ ପଢ଼ାଯାଏ କିମ୍ବା ନାହିଁ

୧ ଶାସ୍ତ୍ର ସମ୍ବନ୍ଧରେ କେଉଁ ଶାସ୍ତ୍ର ସମ୍ବନ୍ଧରେ ପଢ଼ାଯାଏ ? (ନିମ୍ନଲିଖିତ) ଠିକ୍ ଠାରେ (୨) ୩

☐

ସମ୍ବନ୍ଧରେ ପଢ଼ାଯାଏ କିମ୍ବା ନାହିଁ

☐

ସମ୍ବନ୍ଧରେ ପଢ଼ାଯାଏ କିମ୍ବା ନାହିଁ

☐

ସମ୍ବନ୍ଧରେ ପଢ଼ାଯାଏ କିମ୍ବା ନାହିଁ

(ନିମ୍ନଲିଖିତ) ଠିକ୍ ଠାରେ (୨)

(খ) স্কুলে রান্না করা খাবার খেতে তোমাদের যতটা সময় দেওয়া হয়, তাতে তোমার খাওয়া শেষ হয় কি ?

হ্যাঁ

☐

না

☐

৮। (ক) স্কুলে রান্না করা (দুপুরের) খাবার তুমি কোথায় খাও ?

স্কুলের বারান্দায়

☐

খেলার মাঠে

☐

ক্লাসে

☐

রান্নাঘরে

☐

পাশের বাড়ির বারান্দায়

☐

(খ) স্কুলে রান্না করা (দুপুরের) খাবার তুমি কিসে বসে খাও ?

মেঝেতে

☐

বেঞ্চে

☐

তোমার আনা আসনে

☐

স্কুলের দেওয়া মাদুরে / আসনে

☐

মাটিতে

☐

(গ) খাওয়ার জায়গা কি পরিষ্কার থাকে ?

হ্যাঁ

☐

না

☐

৯। (ক) রান্না করা (দুপুরের) খাবার খাওয়ার পর স্কুলে নিয়মিত পড়াশোনা হয় কি ?

হ্যাঁ

☐

না

☐

(খ) যদি হয়, তুমি কি ক্লাসে উপস্থিত থাকো ?

হ্যাঁ

☐

না

☐

(গ) শুধু (দুপুরের) খাবার খাওয়ার জন্য স্কুলে এলে তোমাকে খেতে দেওয়া হয় কি ?

হ্যাঁ

☐

না

☐

1. निम्नलिखित में से प्रत्येक वाक्य के लिए सही विकल्प चुनिए (10)

1. की शक्ति

☐

न

☐

है

2. आर्य समाज की स्थापना (संस्थापक) किस व्यक्ति ने की? (10)

☐

आर्य समाज

☐

संस्थापक

☐

संस्थापक

☐

संस्थापक

☐

संस्थापक

3. आर्य समाज की स्थापना (संस्थापक) किस व्यक्ति ने की? (10)

☐

संस्थापक

☐

संस्थापक

☐

संस्थापक

☐

संस्थापक

☐

संस्थापक / संस्थापक

4. कल्याण संस्थापक की स्थापना (संस्थापक) (10)

☐

न

☐

है

5. की शक्ति (संस्थापक) किस व्यक्ति ने की? (10)

☐

न

☐

है

6. कल्याण संस्थापक की स्थापना (संस्थापक) (10)

☐

न

☐

है

7. की शक्ति (संस्थापक) किस व्यक्ति ने की? (10)

☐

न

☐

है

১০। (ক) স্কুলে যে রান্না করা খাবার তোমাকে দেওয়া হয়, তা তোমার পছন্দ হয় কি?

হ্যাঁ

☐

না

☐

(খ) যদি পছন্দ না হয়, কেন —

রান্না ভাল হয় না

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খাবার পছন্দ হয় না

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একই খাবার রোজ দেওয়া হয়

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অসুস্থ হওয়ার ভয় থাকে

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খারাপ জিনিস দিয়ে রান্না করা হয়

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(গ) তোমার বাবা-মা বিদ্যালয়ে রান্না করা (দুপুরের) খাবার খেতে বারণ করেন কি ?

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১১। (ক) স্কুলে রান্না করা (দুপুরের) খাবার খাওয়ার সময় কে তোমাদের দেখাশোনা করেন?

মাস্টারমশাই / দিদিমনি

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রাঁধুনি

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বাবা-মায়েরা

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রাঁধুনির সহকারী

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বাইরের লোক

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কেউ নয়

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(খ) তোমাদের খাবার দেয় কে ?

মাস্টারমশাই / দিদিমনি

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রাঁধুনি

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বাবা-মায়েরা

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রাঁধুনির সহকারী

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বাইরের লোক

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(গ) রান্না করা (দুপুরের) খাবারের ব্যাপারে তুমি কোনভাবে সাহায্য কর কি ?

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1. કોઈ એક પદાર્થના સ્વભાવ અને ગુણોનું અભ્યાસ કરવાને કહેવાય (જવાબ: ૧૦)

☐ પદાર્થના ગુણો ☐ પદાર્થના સ્વભાવ

2. પદાર્થના ગુણોનું અભ્યાસ (જવાબ: ૧૦)

☐ પદાર્થના ગુણોનું અભ્યાસ ☐ પદાર્થના સ્વભાવનું અભ્યાસ

☐ પદાર્થના ગુણોનું અભ્યાસ

☐ પદાર્થના ગુણોનું અભ્યાસ

☐ પદાર્થના ગુણોનું અભ્યાસ

3. કોઈ એક પદાર્થના ગુણોનું અભ્યાસ (જવાબ: ૧૦) કોઈ એક પદાર્થના ગુણોનું અભ્યાસ (જવાબ: ૧૦)

☐ પદાર્થના ગુણો ☐ પદાર્થના સ્વભાવ

4. પદાર્થના ગુણોનું અભ્યાસ (જવાબ: ૧૦) પદાર્થના ગુણોનું અભ્યાસ (જવાબ: ૧૦)

☐ પદાર્થના ગુણો ☐ પદાર્થના સ્વભાવ ☐ પદાર્થના ગુણો

☐ પદાર્થના ગુણો ☐ પદાર્થના સ્વભાવ ☐ પદાર્થના ગુણો

5. કોઈ એક પદાર્થના ગુણોનું અભ્યાસ (જવાબ: ૧૦)

☐ પદાર્થના ગુણો ☐ પદાર્થના સ્વભાવ ☐ પદાર્થના ગુણો

☐ પદાર્થના ગુણો ☐ પદાર્થના સ્વભાવ ☐ પદાર્થના ગુણો

6. કોઈ એક પદાર્થના ગુણોનું અભ્યાસ (જવાબ: ૧૦) કોઈ એક પદાર્થના ગુણોનું અભ્યાસ (જવાબ: ૧૦)

☐ પદાર્થના ગુણો ☐ પદાર્થના સ્વભાવ

(ঘ) করলে কী কর ?

১২। তুমি কি প্রতি শনিবার স্কুলে আসো ?

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১৩। (ক) স্কুলে তোমাদের কোন বিশেষ স্বাস্থ্য পরীক্ষা হয় কি ?

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(খ) রান্না করা (দুপুরের) খাবার খেয়ে তুমি কি কখনও অসুস্থ হয়ে পড়েছ?

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(গ) যদি হয়ে থাকে, তাহলে কতবার অসুস্থ হয়েছো ?

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কয়েকবার

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সমীক্ষকের পর্যবেক্ষণ

সমীক্ষকের নাম

সমীক্ষকের স্বাক্ষর

(বিঃদ্রঃ- রান্না করা খাবার যদি দুপুরবেলা দেওয়া না হয়, তাহলে সমীক্ষক 'দুপুরের' কথাটি কেটে দেবেন)

1. गायक लता मंगेशकर की मृत्यु (1)



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2. निम्नलिखित शब्दों में से सही शब्द चुनिए (1)



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3. निम्नलिखित शब्दों में से सही शब्द चुनिए (1)



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4. निम्नलिखित शब्दों में से सही शब्द चुनिए (1)



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निम्नलिखित शब्दों में से सही शब्द चुनिए (1)

आकाश

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ABBREVIATIONS

BDO	Block Development Officer
BRGF	Backward Region Grant Fund
DIET	District Institute of Educational Training
LPG	Liquid Petroleum Gas
PTA	Parent Teacher Association
MDMS	Mid-Day Meal Scheme
MTA	Mother Teacher Association
NGO	Non Government Organization
NPNSPE	National Programme Of Nutritional Support To Primary Education
NRHM	National Rural Health Mission
SGRY	Sampurna Grameen Rozgar Yojna
SHG	Self Help Group
SSK	Sishu Siksha Kendra
VEC	Village Education Committee

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